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Bebington High School

Child Protection and Safeguarding

Policy and Procedures

Safeguarding Children in Education

Safeguarding at Bebington High School
Reviewed May 2017

Keeping children safe in education – Part 1

Statutory guidance for schools and colleges

September 2016

The above document was distributed via email from on 18th September 2016.

Please sign this form to confirm that you have read the document.

I have read and understand the Keeping children safe in education
Statutory guidance for schools and colleges Part 1 - September 2016

Name: _____

Role: _____

Signature: _____

Date: _____

Please sign and return toin the School Office by

Friday 21st October 2016

Child Protection and Safeguarding Policy

Bebington High School

Date of Publication Sept-16

Date of Review May 2017

Designated Safeguarding Lead: Mr Phil Moore

Deputy Designated Safeguarding Lead: Mrs Andrea Deans

Supervised by: Ms Catherine Kelly

Headteacher: Ms Catherine Kelly

Nominated governor

Safeguarding Children and Young People in Education Policy and Procedures

“Education Staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse or neglect, at an early stage”

Working Together to Safeguard Children 2015

“A good child protection system should be concerned with a child’s journey through the system from needing to receiving help, keeping a clear focus on children’s best interests throughout.”

Page 12 Munro Review of Child Protection Report; the child’s journey –

Professor Eileen Munro February 2012 Children’s Commissioner for England June 2010

“It’s all about relationships. We are talking about dealing with people with problems, with painful stuff. You have to know someone to trust them. They must be reliable and be there for you if you are going to be able to talk about the things you don’t want to. The things that scare you.”

Parent and family prospective on safeguarding relation with Children’s Service; the Children’s Commissioner for England June 2010

“Schools have a duty to ensure that their functions relation to the conduct of the school are exercised with a view to safeguarding and promoting welfare of the children who are its students.”

Education Act 2002 Section 175

“Children become the victims or beneficiaries of adult actions”

Hugh Cunningham 2006

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1 Introduction

What is the difference between Safeguarding and Child Protection?

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment
- preventing impairment of children's and learners' health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Child Protection is a part of Safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

There are six main elements to our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children;
- Raising awareness of safeguarding children and child protection
- Equipping children with the skills needed to keep them safe;
- Developing and implementing procedures for identifying and reporting cases, or suspected cases of abuse;
- Supporting students who have been abused in accordance with his/her child protection plan;
- Establishing a safe environment in which children can learn and develop.

Bebington High School operates according to a clear set of values, identified by students, embraced by Governors and understood by the whole school community. We foster mutual care, respect and ambition for all. Our aims include a desire to encourage in students a sense of responsibility, self-worth and confidence and recognition that we are an integral part of the community. Our school fully recognises the contribution it can make to protect all children and support them in school. Safeguarding has the highest possible profile across all aspects of school life.

There are three key elements to our safeguarding Policy:

(a) **Prevention:**

We promote a positive school atmosphere, teaching and pastoral support to students.

(b) **Protection:**

We follow agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns.

(c) **Support:**

To children and school staff and to those who may have been abused.

1.1 School Commitment

1.2 The school is committed to creating and maintaining a safe learning environment for children and young people, identifying where there are child welfare concerns and taking action to address them, in partnership with families and other agencies. We recognise that for students and their siblings, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all, and especially those at risk of, or suffering from, abuse.

- This policy reflects the policies of Wirral Local Safeguarding Children Board <http://wirrallscb.proceduresonline.com> website in line with “Keeping children safe in education (2016)

Bebington High will therefore:

- Establish and maintain an ethos where students feel secure and are encouraged to talk, and are listened to. Through the Pastoral system, peer mentoring, student council, mentoring from Business and Community links, support agencies, raising profile of personal safety through assemblies, bulletins, posters, displays in House areas and medical room, guidance in student planners and online support through links to MyWellBeing, NSPCC and Get Connected
- Ensure that students know that there are adults in the school who they can approach if they are worried or are in difficulty. eg. Form Tutors, Achievement Managers, Senior Achievement Manager, Senior Staff, Teachers and Teaching Assistants.
- Include in the curriculum material which will help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare, parenting skills and violence free relationships. See Personal Development, Careers Information, Guidance and Support, English, Drama, policies and published learning programmes.
- Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies.
- The school will also contribute through the curriculum by developing children’s understanding, awareness and promoting their resilience by providing a safe environment within schools. Include in the curriculum activities and opportunities for Personal Development which equip students with the skills they need to stay safe from harm. (See Personal Development policy and published learning programmes for all year groups)

Bebington High School has a mission statement which states: we seek to fulfill the needs of all our students in a caring, happy, pleasant and stimulating environment enabling them to achieve their potential as lifelong learned citizens.

To create this safe environment the school has certain statutory duties and responsibilities set out within:

- The Education Act, 2002, HM Guidance;
- Keeping Children Safe in Education 2016
- The prevent duty: for schools and childcare services 2016
- Working Together to Safeguard Children, 2015
- The Statutory Framework for the Early Years Foundation Stage

These duties are listed below:

1.2 Duties

To provide a safe environment the Governing Body, Head Teacher and the Senior Leadership Team of the school will:

- Ensure that everyone from the Designated Safeguarding Governor to the Designated Safeguarding Lead and all members of the school community have appropriate safeguards and supports in place should they choose to raise safeguarding issues, however unusual or sensitive these may be;
- Cultivate an ethos within the school community where all adults feel comfortable and supported to draw safeguarding issues to the attention of the Head Teacher and/or the Designated Safeguarding Lead and are able to pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard children;
- Establish and maintain an environment where children feel secure, are encouraged to talk without coercion and are listened to;
- Ensure children know that if they are worried they can talk to adults in the school;
- Ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies and are fully committed to the provision of Early Help;
- Ensure all adults working with children are aware of the role of Wirral Local Safeguarding Children’s Board
- Include opportunities in the Personal Development programme and Sex and Relationship Education (SRE) curriculum for children to develop the skills they need to recognise and stay safe from abuse and to assess and manage risk as is appropriate to their age, stage of development and level of understanding;
- Take all reasonable measures to ensure risks of harm to children’s welfare are minimised;
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with families and agencies as far as possible;
- Ensure robust safeguarding arrangements are in place and embedded in the daily life and practice of the school;
- Promote student health and safety;
- Promote safe practice and challenge unsafe practice in line with procedure;
- Ensure that procedures are in place to deal with allegations of abuse against staff and volunteers
 - *HM Government Guidance Keeping Children Safe in Education, 2015, Part 4:*

Safeguarding at Bebington High School

Reviewed May 2017

Allegations of abuse made against teachers and other staff (also set out within the Local Interagency Procedures)

- Put in place and promote robust anti-bullying, including cyber bullying, strategies;
- Meet the health needs of children with medical conditions;
- Provide first aid;
- Maximise school security;
- Tackle drugs and substance misuse;
- Provide support and planning for young people in custody and their resettlement back into the community;
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity, child sexual exploitation, radicalisation and extremism, and violence/knife crime in the community.

2 Responsibilities

The school will identify harm and maintain safety by:

- Safeguarding and promoting the welfare of children is everyone's responsibility.
- Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children inside and outside the school environment including school trips, extended schools, activities and vocational placements.
- Provide a safe environment in which children can learn
- Involving parents and providing advice/guidance regarding safeguarding; all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.;
- Recognising signs of concern, especially with children who may be vulnerable;
- Documenting and collating information on individual children to support early identification, referral and actions to safeguard;
- Taking appropriate actions to address concerns about a child's welfare in partnership with other organisations and safeguarding agencies; everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
- Informing all staff and volunteers who the Designated Safeguarding and Deputy Leads for Safeguarding are in school.
- Providing Personal Development/Sex and Relationships including raising awareness with children in what are and are not acceptable behaviours.

Early help

All school and college staff should be prepared to identify children who may benefit from early help.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the Designated Safeguarding Lead. Staff may be required to support other agencies and professionals in an early help assessment.

All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the Lead Professional in undertaking an early help assessment.

If early help is appropriate, the Designated Safeguarding Lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

PSHE/SRE input will provide opportunities for children and young people to learn how to keep themselves safe, for example, by:

- The availability of advice and support in their local area and online;
- Recognising and managing risks in different situations, including on the internet;

- Judging what kind of physical contact is acceptable and unacceptable;
- Recognising when pressure from others, including people they know, threatens their personal safety and well-being
- Developing effective ways of resisting pressure;
- Developing healthy relationships, including awareness of unhealthy relationships where domestic violence, bullying and abuse occur;

Our school will ensure that students are made aware that information can be found at the following locations; Safeguarding cards, student planners, school intranet, House offices, Medical Room display and school website.

Our school's arrangements for consulting with and listening to students are; *school council, peer mentors and representatives of the School Council meet with the Headteacher, Deputy Headteacher on a termly basis and Achievement Manager on a half termly basis.. This is in addition to surveys which are undertaken throughout the year.*

We make students aware of these arrangements through assemblies, via tutors, through the student leadership programme, the house system and displays.

2.1 The roles and responsibilities of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead

An appropriate member of the school's leadership team has been assigned to the role of Designated Safeguarding Person. They have received appropriate training and are supported in their role:

Designated Safeguarding Lead: Phil Moore Supervised by: C Kelly

A Deputy Designate has been appointed and will provide additional support to ensure the responsibilities for safeguarding children are fully embedded within the school ethos and that specific duties are discharged. This will entail supporting the Designated Safeguarding Lead in dealing with referrals, attending case conferences and supporting the child/children. They have received appropriate training and are supported in their role:

Deputy Designate: Andrea Deans Supervised by: P Moore

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding students. The Designated Safeguarding Lead will ensure a structured procedure within the school, which will be followed in cases of suspected abuse.

KEY PERSONNEL AND CONTACTS

Bebington High School

The Headteacher: Ms C Kelly

Contact details: e mail: ckelly@bebingtonhigh.wirral.sch.uk

Phone number: 0151 645 4514

Date of next training: September 2017

Bebington High School Chair of the IEB:

Contact details: e mail: Mr Chris Hampshire

Phone number: 0151 645 4154

Date of next training: September 2017

The nominated Local Governing Body member with oversight of safeguarding issues:

Contact details: e mail:

Phone number:

Date of next training:

Designated Senior Person responsible for Child Protection:

Deputy Headteacher- Achievement: Mr Phil Moore

Contact details: e mail: pmoore@bebingtonhigh.wirral.sch.uk

Phone number: 0151 645 4154

Date of next training: 12/06/2017

Designated Deputy Person responsible for Child Protection: Child Protection Officer:

Senior Achievement Manager: Andrea Deans

Contact details: e mail: adeans@bebintonhigh.wirral.sch.uk

Phone number: 0151 645 4154

Date of next training: 12/06/2017

Wirral Children and Young Peoples Service

Referral and Assessment Screening Team:

Mon to Fri 9.00am – 5.00pm

Tel: 0151 606 2008

Fax:

OR Out of Hours Emergency Tel: 0151 677 6557

Strategic Safeguarding Lead

Local Authority Designated Officer (LADO)

To make a referral about a volunteer or member of staff telephone: 0151 666 4582

2.1.1 Referrals

The Designated Safeguarding Person and the Deputy Designated Safeguarding Lead are responsible for the following:

- Referring cases of suspected abuse or allegations to the relevant investigating agencies; The Designated Safeguarding Lead is not responsible for dealing with allegations made against members of staff. This is the responsibility of the Head Teacher who will inform the Local Authority Designated Officer (LADO). 0151 356 6587

Allegations of abuse made against the Head Teacher are reported to the Chair of the IEB Governors and referred to the Local Authority Designated Officer (LADO).

- Acting as a source of support, advice and expertise within the school when deciding on the most appropriate course of action by liaising with relevant agencies;
- Liaising with the Head Teacher (where the Designated Safeguarding Lead role is not carried out by the Head Teacher) to inform of any issues and ongoing investigations. The Designated Safeguarding Lead will ensure there is always cover for this role on the school site in the event of their absence;
- Ensuring that a systematic means of monitoring children known or thought to be at risk of harm, is in place and that the school contributes to assessments of need and actively supports multi agency planning for those children;

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

- any urgent medical needs of the child
- the immediate safety and wellbeing of the child
- discussing the matter with other agencies currently known to be involved with the child and family
- the child's wishes and feelings

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to Integrated Assessment and Referral Team because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to invite the parent or carer to engage with a Team Around the Family assessment and/or make a referral for other services e.g. MASH.

All information and actions taken, including the reasons for any decisions made, will be fully documented.

Referring to Social Care

Referral to Social Care should be used when we consider that a child has needs which cannot be met solely by the services or resources within the Education Community and where, following an assessment of the situation, we believe coordinated intervention is required to promote, safeguard or protect the welfare of the child.

Where, following an assessment of a situation, it is considered immediate protective action is required, a child protection referral must be made by the Designated Safeguarding Lead. This referral will be made following telephone contact to and will be confirmed in an online referral.

In these circumstances, we will have records detailing what work has been undertaken by our school to support the child and family and why we believe that a more corporate and coordinated approach is needed. This information then provides the basis for the completion of the Initial Assessment. The request for coordinated support services for a family should always be discussed with parents unless to do so would place the child or others at risk of harm.

Mr P Moore (designated teacher will ensure the completion of this form with relevant staff)
Referrals are made online and printed copies are kept in sealed safeguarding files in a locked cabinet.

Relevant staff will be informed.

As appropriate, relevant staff who have been trained to use the Team around the Family approach for referral and multi-agency work, can follow up initial contact with Children and Young Peoples Services by completing the detailed CAF and TAF form if appropriate.

Procedures to follow if a member of staff is concerned about the welfare or safety of a student

Report the concern to Mr P Moore (Designated Safeguarding Lead). If unavailable A Deans or C Kelly or then the relevant Achievement Manager.

Record the details of the concern, date and reason for concern using a standard 'Initial Concern Form' (Appendix 1)

This can also be found in: Shared Documents\POLICIES\FORMS Advice and support is available from these members of Staff.

Give Student support while emphasising the need to tell someone who can help- **never guarantee complete confidentiality.**

Provided it doesn't compromise the safety and well-being of the student, parents will be contacted, concern will be shared and they will be informed of next step /action.

If no other person shares the concern, details will be logged and reviewed at further student welfare reviews with the Achievement Manager.

For more information on signs to look for relating to abuse and safety, go to Procedures and Guidance for Specific Circumstances at:

<http://wirrallschool.proceduresonline.com> website.

Procedures to follow when the nominated officer for Child Protection is notified of the concern about the welfare or safety of a student

The procedures to be followed by the Senior Designated Lead (Mr P Moore) when child protection concerns are brought to his attention are as follows:

1. Initial Concern form completed and discussed with staff and / or student (Appendix 1)
2. Initial Concern discussed with parents (unless detrimental to student's safety)
3. CADT/MASH Team- contacted by telephone for advice on next step
4. Referral form to be completed online if appropriate and as advised by CADT/MASH.
5. Form for contacting CADT/MASH to be completed and given to Designated Safeguarding Lead. (See Appendix 7)
6. Student placed on Internal Child Protection Register/Tracker. Forms / notes held in secure filing cabinet by Designated Safeguarding Lead.
7. Red sticker on student's file.
8. Case regularly reviewed at appropriate meetings with the Achievement Manager and relevant staff made aware of concerns/actions.
9. Ongoing logs and reviews kept as required with our work involving other professional agencies, use and /or generate the Team around the Family form (TAF).
10. Social Care Case conferences will be attended to give educational perspective should student be placed on statutory Child Protection Register.

Mr Phil Moore (Deputy Headteacher) is supported by Mrs Andrea Deans (Senior Achievement Manager) and the Headteacher Ms Catherine Kelly all of whom have had appropriate levels of training in safeguarding.

The above staff will be given time and training to support young people experiencing abuse or to support colleagues dealing with Child Protection issues.

2.1.2 Action following a child protection referral

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

- make regular contact with the allocated social worker or team manager in the event of absence
- wherever possible, contribute to the strategy discussion
- provide a report for, attend and contribute to any subsequent child protection conference
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- endeavour to share all reports with parents prior to meetings
- where in disagreement with a decision made by Children's Social Care e.g. not to apply child protection procedures or not to convene a child protection conference, follow the formal Escalation Process in respect of resolving professional disagreements/escalation process
- where a child subject to a child protection plan moves from the school or goes missing,

immediately inform the Wirral CADT/MASH team.

2.1.3 Raising Awareness

- Working with the governing body to ensure that the School's Safeguarding Policy is updated and reviewed annually;
- Ensuring that, in order to avoid conflict and mistrust, parents are aware that referrals may be made and of the role of the school;
- Ensuring that when children leave the school, their Child Protection File is discussed as soon as possible with the Designated Safeguarding Lead at the new school;
- Making sure that the Child Protection File is transferred separately from the main student file within 15 days of transfer; It should be posted recorded delivery to the Designated Safeguarding Lead at the new school or delivered directly by hand and a signature received, unless the child is leaving Year 11 to go to a further education setting, in which case the file should be retained by the current school for a period stipulated in current statutory guidance.
- Where the new school is not known, alerting the Education Welfare Service at Wirral Council so that the child's name can be included on the database for missing students in education and appropriate action taken to ascertain the safety of the child;
- Cascading safeguarding advice and guidance issued by Wirral Local Safeguarding Children's Board.

2.1.4 Training

The Designated Safeguarding Lead and the Deputy Designate needs to attend the multi-agency Level 3 course in Safeguarding. This training then needs to be updated by attending a one day refresher course, every **3 years**, unless the Designated or Deputy Designated Safeguarding Lead feels they require a repeat of the course. This will enable more time to attend additional courses in areas such as CSE, Neglect and Domestic Abuse.

The Level 3 training will enable the Designated or Deputy Designated Safeguarding Lead to:

- Recognise how to identify signs of abuse and when it is appropriate to make a referral by using the Continuum of Need thresholds;
- Have a working knowledge of how to support the Team Around the Family, how Wirral LSCB operates, how a Child Protection Case Conference is conducted, and be able to attend and contribute effectively to all planning meetings when required to do so;
- Be able to keep detailed, accurate and secure written records of referrals/concerns.

The Designated and Deputy Designated Safeguarding Leads will ensure all staff receive appropriate Safeguarding training.

All staff receive endorsed Basic Awareness safeguarding and child protection training which is regularly updated. In addition all staff member receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff and volunteers, especially new or part-time staff who may work with different educational settings, will receive:

- a copy of a safeguarding summary document **Appendix 1** prior to starting work
- induction training to ensure that staff

- have an overview of the organisation
- understand its purpose, values, services and structure
- are able to recognise/identify signs of abuse which may include:
 - significant changes in children's behaviour;
 - deterioration in children's general well-being;
 - unexplained bruising, marks or signs of possible abuse or neglect;
 - children's comments which give cause for concern;
 - any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
 - inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of personal information (eg phone numbers, email, social networking) or images.
- know that they must report any concerns immediately they arise and to whom
- Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.
- an appropriate level of confidentiality must be maintained whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care

3 Roles and Responsibilities of the Head Teacher

The Head Teacher will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented and followed by all staff, so that everyone knows what to do if concerned about a child;
- Sufficient resources and time are allocated to enable the Designated and Deputy Designated Safeguarding Leads and other staff to discharge their responsibilities, including undertaking the Lead Professional role in the Team Around the Family, taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- 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;
- They personally, along with other senior leaders undertake safer recruitment training in order to comply with the statutory requirement to have a trained person on every recruitment panel.

- Allegations against a member of staff are referred in a timely manner to the Local Authority Designated Officer (LADO) if appropriate

4 Roles and Responsibilities of the Governing Body

The Governing body is collectively responsible for the school's safeguarding arrangements. The Designated Safeguarding Governor will undertake initial Safeguarding training to understand their Role and Responsibilities. Ideally, all governors will undertake the Basic Awareness Safeguarding training with their school.

Allegations of abuse made against the Head Teacher are reported to the Chair of Governors, and referred to the Local Authority Designated Officer (LADO).

The Governing Body will ensure that:

- Safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices;
- Sufficient governors are trained in safer recruitment practices that appointments to the senior leadership team can be adequately supported;
- The school has effective policies and procedures in place in accordance with this policy, and school's compliance with them is monitored;
- There are policies and procedures in place for dealing with complaints and/or allegations against staff, including the Head Teacher and any subsequent staff disciplinary hearings.
- There is a Designated Safeguarding Governor to champion safeguarding issues within the school, to liaise with the Head Teacher/Designated Safeguarding Lead, and to provide information and reports to the Governing Body. The Designated Safeguarding Governor should be supported by the Chair of Governors;
- The Head Teacher, and all staff who work with children, will undertake a full and endorsed Basic Awareness Safeguarding training every three years and have access to a refresher session every year.
- The Designated and Deputy Designated Safeguarding Leads attend at least a minimum of Level 3 multi-agency course every three years
- Temporary staff, volunteers and other regular visitors to the school who work with children are made aware of the school's arrangements for safeguarding and their responsibilities.

5 Identifying Concerns

“Early identification and provision of help is in the child’s best interest and results –services which deliver and support families are vital in promoting children’s wellbeing.”

“All who come into contact with families have a part to play in identifying these children whose needs are not being adequately met.”

The Munro Review of Child Protection Part 1 : A systems analysis Professor Eileen Munro.

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns. This is included in the safeguarding training which is delivered to all staff.

5.1 Definitions:

A child: As in the Children Act of 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday or in the case of disabled children 25 years.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

Development means physical, intellectual, emotional, social or behavioural development;
Health includes physical and mental health;

Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: 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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues

All staff are made aware through Basic Awareness training of the safeguarding issues which are listed below. Staff are made aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger.

All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff are aware of the school policy and procedures with regards to peer on peer abuse.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools can be found on the TES, MindEd and the NSPCC websites. Staff have access to government guidance as required on the issues listed below via GOV.UK and other government websites. Staff training and updates

cover the following behaviours:

- children missing education –Annex A
- child missing from home or care:
- child sexual exploitation (CSE) – Annex A
- domestic violence:
- drugs;
- fabricated or induced illness;
- faith abuse,
- female genital mutilation (FGM) – and Annex A
- forced marriage- and Annex A;
- gangs and youth violence:
- gender-based violence/violence against women and girls (VAWG);
- hate;
- mental health;
- missing children and adults;
- private fostering;
- preventing radicalisation – and Annex A;
- relationship abuse;
- sexting,
- trafficking,
- bullying including cyberbullying,

Any child can suffer neglect, but some are more at risk such as children who:

- are in care
- seeking asylum
- live with a parent who
- has problems with drugs or alcohol
- suffers from mental health problems
- is in a domestically abusive relationship.

Other things that may make neglect more likely include:

- living in poverty, unsuitable housing or a deprived area (Thoburn et al, 2000)
- having parents who were abused or neglected themselves (Harmer et al, 1999)

5.2 Disclosure

All members of staff, volunteers and governors must know how to respond to a student who discloses abuse, and they must be familiar with procedures to be followed.

“Staff across frontline services need appropriate support and training to ensure that as far as possible they put themselves in the place of the child or young person and consider first and foremost how that situation must feel for them. “

Lord Laming 2009

There will be occasions when you suspect that a student may be at risk, but you have no ‘real’ evidence. The student’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the student the opportunity to talk. The signs you have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill.

It is fine to ask the student if they are OK or if you can help in any way. If the student does begin to reveal that s/he is being harmed you should follow the advice in the part (a) below.

IT IS BETTER TO RAISE CONCERNS WHICH MAY NOT NEED ACTION THAN TO DO NOTHING OR TO DELAY REPORTING.

- a. If a student makes a disclosure about abuse to you It takes a lot of courage for a student to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a student talks to you about any risks to their safety or wellbeing you will need to let them know that you **must pass the information on** – you are not allowed to keep secrets. **Confidentiality cannot be promised to a student making a disclosure.** The point at which you do this is a matter for professional judgement. If you jump in immediately the student may think that you do not want to listen, if you leave it till the very end of the conversation, the student may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the student:

- Allow them to speak freely.
- Remain calm and do not over react – the student may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’,
- ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Do not be afraid of silences – remember how hard this must be for the student.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the student’s mother think

about all this.

- At an appropriate time tell the student that in order to help them you must pass the information on.
- Respect the child's personal space. Do not automatically offer any physical touch as comfort.
- It may be anything but comforting to a child who has been abused.

- never ask investigative questions – don't put words in the student's mouth, or ask leading questions such as 'How many times this has happened?' 'Does it happens to siblings too?' or 'What does your mother thinks about all this?'

- don't investigate – but you may use questions such as, 'Is there anything else you'd like to tell me?'
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong.

- **Tell the student what will happen next.**

- **Report verbally to the Designated Safeguarding Lead.**

- Write up your conversation as soon as possible on the record of concern form and hand it to the Designated Safeguarding Lead. Label it with the time, date and location of the conversation and of your written account. Name anyone else present, sign it and hand it to the designated senior person as soon as possible. **Appendix 6**

- Seek support if you feel distressed.

- If, at any point, there is a risk of immediate serious harm to a child, **a referral should be made to children's social care immediately. Anybody can make a referral.**

b. If you suspect or become aware of an allegation of child abuse made against another student

You must bring to the attention of the Designated Safeguarding Lead (P Moore).

The child protection procedures set out in this document will be followed, even when the abuse is alleged to have come from another student or students.

Students may be harmed by other students, children or young people. Indeed, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18. Staff are aware of the harm caused by bullying and use the school's anti-bullying procedures where necessary. However, on occasions a student's behaviour may warrant a response under Child Protection, rather than anti-bullying procedures. When there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm the school should report its concerns to the Social Care department.

The management of children and young people with sexually harmful behaviour is complex and the Headteacher and Designated Safeguarding Lead will work with other relevant

agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the Child Protection procedures will be followed for both victim and perpetrator.

5.3 SAFEGUARDING STUDENTS/STUDENTS WHO ARE VULNERABLE TO EXTREMISM

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

Bebington High School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

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

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.

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

The school governors, the Head Teacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for Bebington High School is Phil Moore. The responsibilities of the SPOC are described in Appendix 5.

When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC/Designated Safeguarding Lead.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

5.4 SAFEGUARDING STUDENTS/STUDENTS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, HONOUR BASED VIOLENCE, FEMALE GENITAL MUTILATION, OR TRAFFICKING

Our safeguarding policy above through the school's values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum,

Our staff know that if, in the course of their work they discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A for further details.

Our school works with and engages our families and communities to talk about such issues.

Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

Our Designated Safeguarding Lead knows where to seek and get advice as necessary.

Our school brings in experts and uses specialist material to support the work we do.

Our pastoral team are also trained at a higher level in this area in order to widen expertise.

6 Confidentiality

While it is recognised that all matters relating to safeguarding individual children are confidential, a member of staff, governor or volunteer, if confided in by a student, must never guarantee confidentiality to that student.

Where there is a Child Protection concern it will be passed immediately to the Designated Safeguarding Lead who will consider the most appropriate response, consulting with relevant partners if appropriate.

The parents of the child should be informed immediately unless it is felt that this would not be in the best interests of the child.

The Head Teacher or Designated or Deputy Designated Safeguarding Lead will disclose personal information about a student, including the level of involvement of other agencies, to other members of staff only on a 'need to know' basis.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

7 Records and Monitoring

Child protection information will be stored and handled in line with the principles of the Data Protection Act 1998 to ensure that information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary (until the child reaches the age of 25)
- processed in accordance with the data subject's rights
- secure.

Safeguarding records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they should refer the request to the Headteacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing within 24 hours. All records must provide a factual, evidence-based account. Accurate recording of actions should be made. Records will be signed, dated and where appropriate witnessed.

Hard copies of records or reports relating to Safeguarding concerns will be kept in a separate, confidential file, securely stored away from the main student file. This locked cupboard is located in the Designated teacher's office in main school. The main student file will have a blue sticker on the front to show that it is a Child Protection case. Schools may hold some electronic records, for example, a record of concern log or the multi agency referral form or a central list of those students who have a child protection plan in place. Authorisation to access these electronic records will be controlled by the Designated Safeguarding Lead.

The school will keep written records of concerns about children, even where there is no need to action the matter immediately. These records will be kept within the separate, confidential file.

Records will be kept up to date and reviewed regularly. Original notes will be retained as evidence if there are criminal proceedings arising from current or historical allegations of abuse or neglect or civil actions.

Timely and accurate recording will take place when there are any issues regarding a child. A record of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded in chronological order and kept within the confidential file for that child. Support and advice will be sought from Children's Social Care or the Local Authority Designated Officer, whenever necessary and recorded.

If the child moves to another setting the Safeguarding file should be sent, by registered post immediately to the Designated Safeguarding Lead at the new setting, making sure that the Safeguarding file is transferred separately from the main student file. There must be liaison between the two Designated Safeguarding Leads in order to ensure a smooth and safe transition for the child. The files will be retained in school until the child reaches the age of 25, in line with the Local Authority guidance.

Where the new school is not known, the Educational Welfare Service at Wirral should be informed so that the child can be included on the data base for missing students and action taken to ascertain the safety and wellbeing of the child and that the child is receiving their right to education.

8 Supporting children

“The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children, to the extent it affects their health and development or, at the extreme, causes them significant harm (including self harm). All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti bullying strategies.”

Working Together to Safeguard Children 2015

Some children may have an increased risk of harm. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our students receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- children in the care of the Local Authority
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, sexuality or gender identity disorder
- involved directly or indirectly in child sexual exploitation or child trafficking
- do not have English as a first language.

Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through:

- The content of the curriculum;
- A school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued;

- Implementation of the school Behaviour Policy which is aimed at supporting vulnerable students. The school will ensure that the student knows that some behaviour is unacceptable but they are nonetheless valued and are not to be blamed for any abuse which has occurred;
- Liaison with other agencies that support the student, such as Children's Social Care, Behaviour Improvement Team and Education Psychology Service;
- Raising awareness to the school community of Operation Encompass and the school's involvement with Merseyside Police.
- Ensuring that, where a student subject to a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

9 Early Intervention and Prevention within Safeguarding

All school staff need to be aware of their responsibility to raise any concerns they have about a child as early as possible in order to prevent the situation worsening. This may present as a change in a child's behaviour, appearance or from a conversation with the family about home conditions, financial difficulties, speech and language, toileting issues etc. If all departmental and year protocols have been pursued without an improvement then a plan should be completed. If concerns continue and are not a safeguarding issue but could lead to more serious concerns if left, staff need to follow the procedures set out in the **Team around the Family (TAF)** guidance to fulfil their duties at level 2 and 3 on the **Continuum of Need**. This may involve signposting to or involving more appropriate agencies for support and may involve the school acting as Lead Person on a child's TAF. In the event of complex needs, a referral to the Wirral CADT/MASH team should be made.

Young Carers

In many families, children contribute to family care and well-being as a part of normal family life. A young carer is a child who is responsible for caring on a regular basis for a relative (usually a parent, grandparent, sometimes a sibling or very occasionally a friend) who has an illness or disability. Many young carers may experience:

- Social isolation;
- A low level of school attendance;
- Some educational difficulties;
- Impaired development of their identity and potential;
- Low self-esteem;
- Emotional and physical neglect;
- Conflict between loyalty to their family and their wish to have their own needs met.

Where a young carer is identified, the child's needs will be considered using the Team around the Family process.

10 Recruitment

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2015. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity, academic and 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 checking the Children's List, Disclosure and Barring checks and right to work in England checks.

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

- An enhanced DBS Check is obtained for **all** new appointments where an individual will 'intensively and frequently' have contact with our students, which will include a barred list/prohibition from teaching check for all new teaching staff.
- this school is committed to keep an up to date single central record detailing a range of checks carried out on our staff
- 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

11 Volunteers

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, are expected to follow the policies and procedures in the same way as *paid staff*.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period then they will be checked to ensure their suitability to work with children.

We will ensure all volunteers receive guidance on the parameters of their role and what to do if they have concerns before they start their work with the school in the form of a DBS check.

12 Safe Staff

Checks will be undertaken corresponding to Safer Recruitment procedures on all adults working in the school to establish their suitability to work with children.

All school staff will take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted with or in view of other adults.

If an allegation is made against another member of staff, the member of staff receiving the allegation will immediately inform the Head Teacher or the most senior teacher if the Head Teacher is not present. The Head Teacher or most senior teacher will then consult with the Local Authority Designated Officer.

Allegations against the Head Teacher are reported to the Chair of IEB, Mr Chris Hampshire and referred to the Local Authority Designated Officer (LADO) 0151 666 4582 LADO.

13 Conduct of Staff

"Absolutely without fail- challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong"
"Sounding the Alarm" – Barnardos)

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

Staff will have access to Keeping Children Safe in Education 2016 on appointment/induction.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_September_2016.pdf

All staff should be aware of the dangers inherent in:

- Working alone with a child;
- Physical interventions;
- Cultural and gender stereotyping;
- Dealing with sensitive information;
- Giving to, and receiving gifts from, children and parents;
- Contacting children through private telephones (including texting), e-mail, MSN, or social networking websites;
- Disclosing personal details inappropriately;
- Meeting students outside school hours or school duties;
- Making inappropriate sexual comments; excessive one to one attention beyond the normal requirements of the role; or inappropriate sharing of images

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and Wirral West Local Safeguarding Board procedures, this will be viewed as misconduct, and appropriate action will be taken.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a student under 18 may be a criminal offence, even if that student is over the age of consent. Bebington High School considers this to be an abuse of the position of trust placed on staff that work with young people.

13.1 Allegations

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

- a. behaved in a way that has harmed, or may have harmed, a child;

- b. possibly committed a criminal offence against or related to a child; or
- c. behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

We will apply the same principles as in the rest of this document and will always follow the Wirral Safeguarding Children Procedures. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely by the Designated Safeguarding Lead in the locked cupboard.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be with foundation. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial action to be taken:

- The person who has received an allegation or witnessed an event will immediately inform the Head Teacher and make a record
- In the event that an allegation is made against the Head teacher the matter will be reported to the Chair of Governors who will proceed as the 'Head Teacher'
- The Head Teacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Head Teacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The Head Teacher will consult with the Local Authority Designated Officer (see Contacts List) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to the police for investigation
- Consideration will be given throughout to the support and information needs of students, parents and staff
- The Head Teacher will inform the Chair of Governors of any allegation.
- If consideration needs to be given to the individual's employment, advice will be sought from HR (see contact sheet)

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school. Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at- [Advice on whistleblowing](#)
- The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk⁹

14 Supporting staff

It is important not to underestimate the difficulty for both staff and managers in confronting what appear to be poor professional standards or unacceptable conduct by a colleague in an environment, which of necessity is dependent on close working relationships. It must also be recognised that it is very rare for a teacher to commit offences in the manner of Teacher A. However some of the allegations were of such a serious nature, particularly those from children themselves that they constituted matters that should have been investigated under the child protection procedures.

North Somerset SCR – The Sexual Abuse of Children in a First School February 2012

We recognise that staff working in the school who have become involved with a child who has suffered harm, or who appears likely to suffer harm, may find this situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through anxieties with the Designated Safeguarding Lead or Head Teacher and to seek further support, if necessary.

The Designated and Deputy Designated Safeguarding Leads and the Head Teacher can seek personal support through the SCiE (Safeguarding Children in Education Team) Team 0151 356 6843 or other appropriate services.

Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings <http://www.childrenengland.org.uk/upload/Guidance%20.pdf> This guidance provides advice on the boundaries of appropriate behaviour and the circumstances that should be avoided in order to limit complaints against staff of the abuse of trust and/or allegations of abuse.

15 Photographing Children

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. We acknowledge, however, that some people abuse children through taking, using or circulating images.

Staff and Volunteers

- Parental consent will be sought via new starter information pack when Year 7 start or for any in year transfers as part of the data pack and permissions noted. Should parental permission be required to be altered, parents are requested to contact school.
- Staff and volunteers must seek the authorisation of the Head Teacher prior to taking photographs/ videos of children and must only use school equipment unless given specific authorisation by the Head Teacher.
- The use of cameras on any mobile devices or the downloading of images onto any internet site is forbidden
- Only the student's first name will be used with an image
- It will be ensured that students are appropriately dressed before images are taken
- Students are encouraged to tell us if they are worried or unsure about any photographs that are taken of them.

We live in an age in which technology has vastly increased the use, and potential misuse, of photography and safety issues surrounding the use of photographic images in school needs to be considered.

There will be occasions when staff / parents wish to take photographic images of children and young people celebrating the achievement of students and the school, as part of the curriculum and in extra school activities. This can enhance self-esteem for children and young people, and their families and so is welcomed.

However, in addition, individuals have the right to respect for private and family life and there will be families who do not wish their whereabouts to be made public. We are mindful of confidentiality issues especially in relation to children living in care or with adoptive families and in situations involving Child Protection and Domestic Abuse.

Where it is appropriate to use images of children we should:-

- specify the purpose of the production of such images
- specify how the material will be used
- plan in advance, visits by newspaper employees to school and ensure a senior member of staff is aware that images are being taken and for what purpose
- avoid making images in one to one situations
- ensure that all images are available for scrutiny in order to screen for acceptability
- make arrangements for storage and disposal of all materials including any unused images
- make parents and relatives aware that no photographs or video films can be taken at school events and a note to this effect should be printed on event programmes or tickets.

The Guidance for Safer working Practices for Adults who work with Children and Young People provides detailed guidance on the taking of photographs and storage of images.

Parents or Members of the Public

We understand that parents like to take photos of or video record their children in the school production, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

However, if there are Health and Safety issues associated with this (e.g. the use of a flash when taking photos could distract or dazzle the child, causing an accident), we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow other people, including staff, to photograph or film students during a school activity

without parental permission. This includes the use of cameras on mobile phones or any other device. This message is added to school programmes for events.

We will not allow images of students to be used on school websites, publicity, or press releases, including social networking sites, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.

The school cannot, however, be held accountable for the use of photographs or video footage taken by parents or members of the public at school functions where parental permission has been given.

16 Before and After School Activities and Contracted Services

Where the Governing Body transfers control or otherwise allows the use of school premises to external bodies (such as sports clubs) or service providers during or out of school hours, we will ensure that these bodies or providers have appropriate safeguarding policies and procedures, and that there are arrangements in place to co-ordinate with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies or providers.

Complaints and Compliments

Our complaints procedure will be followed where a student, parent or member of staff raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a student, using sarcasm or humiliation as a form of control, bullying or belittling a student or discriminating against them in some way. Complaints are managed by senior staff e.g. the Headteacher and Governors. An explanation of the complaints procedure is included in the complaints policy, which is available on the school website and also highlighted to parents at Information Evenings held annually for each year group. For students, an explanation of what to do if they feel concerned is provided through assemblies, the Personal Development programme and reinforced through the ethos of the school and its commitment to ensuring that safeguarding is a high priority for all within the school community.

Complaints from staff are dealt with under the school's Complaints, Disciplinary and Grievance procedures.

17. Education visits: Safeguarding Policy and Procedures

This policy is to ensure the safeguarding and promotion of the welfare, health and safety of students on activities outside the school and to promote good behaviour on these activities.

The Educational visits co-ordinator, EVC (P Moore)) will give advice on anything related to residential or day visits and has more detailed information available for party leaders on planning, required procedures and example paperwork.

The need for guidelines and regulations

Within school, regulations clearly define the behaviour required of students. We require the same standard on visits and journeys when students are away from the controlled environment of the school, that great care and control are exercised. If an accident should happen a Court may enquire whether negligence can be proven. As the governors have to accept liability, failure to set down minimum guidelines and regulations could well lead to censure in any Court action that might follow.

The regulations that follow should apply to all visits and journeys organised by staff on a private basis, since it may be arguable in Court that the school might be held responsible.

Legal Implications. The leader in charge is "in loco parentis" and has a duty of care to all members of the party. The Head Teacher and the governors have a responsibility for ensuring appropriate leadership, proper planning and organisation.

Child Protection

The School's safeguarding policy and procedures will apply during School visits and exchange visits. Any incident amounting to an allegation or suspicion of abuse which occurs whilst on the visit must be reported to the Designated Safeguarding Lead (P Moore) immediately.

The leader of a school visit and support staff have a duty to safeguard and promote the welfare of all the students in their care. This duty of care remains throughout a visit and is not confined to particular hours or situations. Staff should act professionally and take all reasonable measures to make sure that the students are safe and protected from unacceptable risks.

Staff must be aware of how to deal with disclosures of abuse, allegations against school or centre staff, and even stranger abuse, and know who they should report concerns to. Before undertaking any school visits all staff should familiarise themselves with the school and LA guidance on activities away from the school premises.

This policy should be considered alongside other related policies in school. We comply with the guidance provided by the National Guidance for Exchanges and Homestays from the Outdoor Education Advisers' Panel (OEAP).

All educational visits should follow the guidelines laid out in the Educational visits policy:

- Every effort is made to be inclusive whilst maintaining the safety of everyone in the group. This is supported by Student premium funding if necessary.
- Application is through the Evolve system and permissions are sought and relevant risk assessments undertaken
- Staffing ratios include sufficient staff to cope with any emergency
- Written risk assessments are produced. Safety must always be the prime consideration
- Ensure adequate and appropriate insurance cover and medical cover is in place
- Drivers must have passed the relevant PCV test
- Information to parents must be detailed and clear
- Parental consent is sought for activities being undertaken on the visit which may be hazardous
- Staff, students and parents are clear about emergency procedures and points of contact
- All exchange visits to undertake a contact message during the weekend if applicable

Links to other School policies

This Policy will be read in conjunction with other policies regarding the safety and welfare of children. These together make up the suite of policies to safeguard and promote the welfare of children in this school.

Code of Conduct/Professional Relationships Policy:

Anti Bullying policy

Intimate Care policy

Children Missing in Education policy:

Equal Opportunities Policy

ICT Acceptable Use Policy:

Whistleblowing Policy:

Care and Control – Behaviour Policy:

E-Safety Policy:

Policy for the storage and administration of medication in school:

Health and Safety Policy

Guidance on Behaviour and Attendance:

Guidance on Drug and Substance Misuse:

Wirral LSCB Safeguarding procedures

Appendix 1

Safeguarding Children – Key Points – Briefing Sheet for all staff on site

All adults in charge of or in contact with children or young people should know what to do if they suspect that someone is being physically, emotionally or sexually abused, or if someone tells them that this is happening. Ensure that you are familiar with the Safeguarding policy; copies of which are located in [Shareddocuments/Saeguarding/Policies](#). On request you will be provided with a printed copy.

In addition, the following key points give a guide on what to do and not to do.

1. **Always** stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse.
2. Make a note of what was said or observed as soon as possible and pass to the Designated Safeguarding Lead **Mr P Moore** at your earliest opportunity.
3. Never make a promise that you will keep what is said confidential or secret. If you are told about abuse you have a responsibility to tell the right people to get something done about it. You should explain that if you are going to be told something very important that needs to be sorted out, you will need to tell the people who can sort it out, but that you will only tell the people who absolutely have to know.
4. Do not ask leading questions that might give your own ideas of what might have happened, e.g. "did he do X to you?" Just ask, "what do you want to tell me?" or "Is there anything else you want to say?"
5. Immediately tell the Designated Safeguarding Lead unless they are the subject of the accusation, in which case refer to the Head Teacher. If the Designated Safeguarding Lead is unavailable, refer to the Deputy Designate (A Deans). Don't tell other adults or young people what you have been told. If someone has made an accusation to you or you have concerns about the Head Teacher, you should report your concerns to the Chair of Governors Mr Chris Hampshire.
6. Discuss with the Designated Safeguarding Lead whether any steps need to be taken to protect the person who has told you about the abuse.
7. **Never** attempt to carry out an investigation of suspected or alleged abuse by interviewing people etc.
The Local Authority Designated Officer (LADO) or Children's Social Care Officers and police officers are the people trained to do this. You could cause more damage and endanger possible criminal proceedings. **It is your duty to refer concerns on, not investigate.**
8. As soon as possible (and certainly the same day) pass on concerns to the Designated Safeguarding Lead or the Chair of Governors where the allegation is against the Head Teacher, who should refer the matter to The Local Authority Designated Officer (LADO) or the Integrated Assessment and Referral Team (helped by your notes). Follow their instructions about what to do next. They will set up any necessary investigations. That is their statutory job.
9. **Never** think abuse is impossible in your organisation or assume that an accusation against someone you know well and trust is bound to be wrong.

10. Children and young people often tell other young people, rather than staff or other adults about abuse.
Therefore you may hear an allegation from another child. This should be acted upon in exactly the same manner as outlined above.
11. There are three main elements to our safeguarding Policy: **Prevention:** We promote a positive school atmosphere, teaching and pastoral support to students. **Protection:** We follow agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns. **Support:** To children and school staff and to those who may have been abused.

Appendix 1

Code of ethical practice for school staff

All school staff are valued members of the school community.

Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our students. All school staff should:

- Place the safety and welfare of students above all other considerations
- Treat all members of the school community, including students, parents, colleagues and governors with consideration and respect
- Adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
- Treat each student as an individual and make adjustments to meet individual need
- Demonstrate a clear understanding of and commitment to non-discriminatory practice
- Recognise the power imbalances between students and staff, and different levels of seniority of staff and ensure that power and authority are never misused
- Understand that school staff are in a position of trust and that sexual relationships with a student, even over the age of 16, may be an offence
- Be alert to, and report appropriately, any behaviour that may indicate that a student is at risk of harm
- Encourage all students to reach their full potential
- Never condone inappropriate behaviour by students or staff
- Take responsibility for their own continuing professional development
- Refrain from any action that would bring the school into disrepute
- Value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.

Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

*At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

WHISTLE BLOWING POLICY STATEMENT

Bebington High School has a Whistle Blowing Protocol for raising concerns if you witness practices that may seem suspicious.

The school is committed to the highest possible standards of openness, probity and accountability. In line with that commitment we encourage all staff and others with serious concerns about any aspect of the school's work to come forward and voice those concerns without fear of reprisals. The policy document makes it clear that you can do so without the fear of subsequent discrimination or disadvantage.

How to raise a concern:

You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken.

Try to pinpoint exactly what practice is concerning you and why. You should approach the Head Teacher or in her absence, the Deputy Headteacher or the Chair of Governors. Where there are concerns about the Head Teacher, this should be referred to the IEB Chair of Governors.

Make sure you get a satisfactory response: do not let matters rest. Ideally, you should put your concerns in writing, outlining the background and history, giving names, dates and places where you can. A member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.

These procedures are intended to encourage and enable you to raise serious concerns within the school rather than overlooking the problem or 'blowing the whistle' outside. Premature or unnecessary publicity may damage the school's reputation, impede proper investigations, or hurt individuals unnecessarily.

If you have any concerns. Please speak to any of the following:

- Ms Kelly, Headteacher.
- IEB Chair of Governors, Mr Chris Hampshire
- Wirral Council, Suzanne Cottrell

Please view the full policy in:

Shared documents>Policies>Personnel>Whistleblowing.

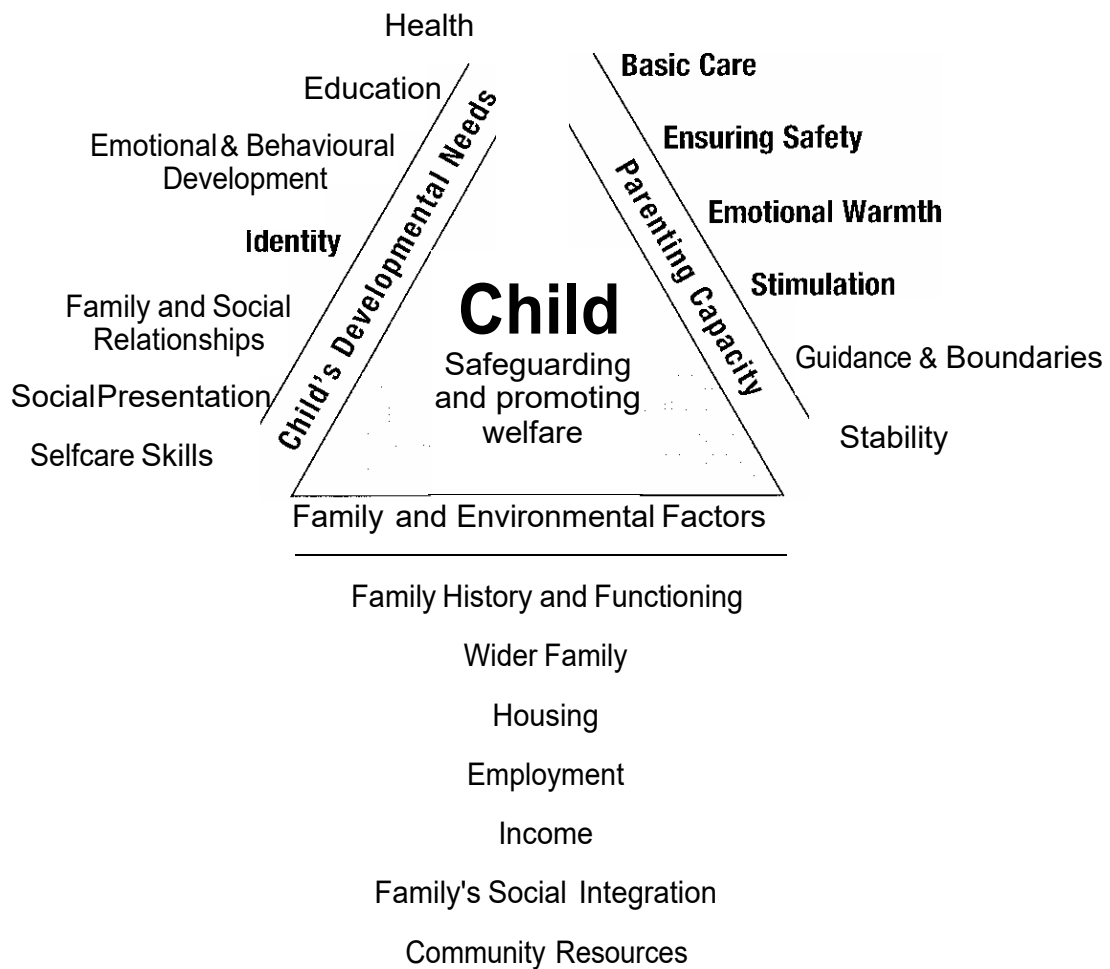
Appendix 2 - Essential contacts

Safeguarding at Bebington High School

Reviewed May 2017

	Contact Details
<i>Designated Senior Person</i>	Phil MOORE
<i>Headteacher</i>	Catherine Kelly
<i>Nominated Governor for Safeguarding</i>	Julie Chambers
<i>Chair of Governors</i>	Chris Hampshire
<i>Deputy Designated Person</i>	Andrea Deans
Local Authority Designated Officer	Suzanne Cottrell. Office: 0151 666 4582 Mobile: 0778 050 8918 Email: suzannecottrell@wirral.gov.uk
<i>Local Authority Safeguarding Children in Education Officer</i>	
<i>Local Authority Legal Services Helpline</i>	
<i>Local Authority Human Resources</i>	
<i>Children's Central Advice and Duty Team</i> 9.00 --5pm Mon- Fri	Telephone: 0151 606 2008 Outside of these hours Tel: 0151 677 6557 E-mail: cadtsocialcare@wirral.gcsx.gov.uk By post:
<i>Emergency Duty Team (Out of hours)</i> 4.30pm-8am Mon-Thurs From 4pm Friday 24hours weekends and bank holidays	Telephone: 01244 977 277 Email (secure): edt@Wirralwestandchester.gov.uk.cjism.net Email (ordinary): cadtsocialcare@wirral.gcsx.gov.uk
<i>TAF Co Ordinator</i>	Barbara Jordan
<i>TAF Champion</i>	
<i>Local Safeguarding Children's</i>	
<i>School Health Advisor</i>	Helen Finland
<i>CAMHS</i>	0151 488 8453
<i>Wirral Police</i>	101 for non emergencies 999 in case of emergency
<i>Safer Schools Officer</i>	Jo Tivendale
<i>Neighbourhood Policing Officer</i>	

Assessment Framework Triangle



Appendix 4

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student / student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become
 - involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student / student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student / student may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Need – students / students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
 - Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and / or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

PREVENT AND SAFEGUARDING GUIDANCE

SUPPORTING INDIVIDUALS VULNERABLE TO VIOLENT EXTREMISM

APPENDIX 4

MODEL FLOW CHART FOR REFERRAL OF CHILDREN AND YOUNG PEOPLE
FOR CONCERNS OF RADICALISATION IN CHILDREN SERVICES (E.G. SCHOOLS, COLLEGES,
YOUTH SETTINGS)

Identifying concerns

Cause for concern identified

Initial response

Concern reported to 'Named Person' and recorded

'Named Person' gathers more information and identifies whether further action is required.

Is there an immediate risk/emergency?

Yes

Contact emergency services – ring 999.

Discussion with nominated local police officer

Further information gathering. Consider convening an initial meeting of all those involved.

Are there grounds for not informing parents/carers?

Yes

No

Involve Parents/carers

Organise Multi-Agency Assessment Meeting, involving relevant police officers and other key personnel.

Multi-agency assessment

Is there significant risk of harm?

Yes

No

Is there sufficient need and parental support for the common assessment of need?

Yes

No

Delivery support

Refer to Social Care. (Tier 3)

Initiate common assessment of need (Write CAF) and produce support plan (Tier 2)

Establish multi-agency (Tier 1) support plan and lead professional

Implement plan

Review

Regularly review progress

Low risk – further action within normal support process with further monitoring.

Appendix Five

PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for Bebington High School is Phil Moore, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/students from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Bebington High School in relation to protecting students/students from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / students who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students / students into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

- * Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to
- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
 - Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
 - Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

APPENDIX 6 – Initial Cause for Concern Form for Bebington High School

CHILD PROTECTION INITIAL CAUSE FOR CONCERN

Name of Student:..... Year:

Date:

House:.....

Completed by member of staff:.....

Nature of Concern:

Action by Designated Safeguarding Lead for Child Protection

Signed: Member of Staff

Date:

Signed:..... DSL

Date

Copy to Designated Lead: Mr P Moore **YES/NO**

NOT TO BE STORED IN STUDENT'S FILE Available in staff – resources – Policies – Forms – Child Protection Initial Cause for Concern

APPENDIX 7 - Form for Recording Contact with Wirral CADT/MASH



Record of contact with Wirral Integrated Front Door Team.

Name of Student	
Year	
House	
Date of Incident	
Date and Time of call	
Staff making call	
Name of person spoken to	
Brief outline of concern	
Notes on advice/outcomes/further action to be taken:	

Send this for to the Designated Safeguarding Lead with any relevant notes

ONLY TO BE STORED IN STUDENT'S FILE IN ENVELOPE MARKED CONFIDENTIAL

Name of Policy	Safeguarding Policy and Procedures
Name of lead member of staff	Ms Kelly/Mr Moore/Mrs Deans
Committee & Date of Review	Safeguarding Committee May 2017
Equality Impact Assessments	Spring 2017
Date of next planned review	Spring 2018