All Saints Catholic High School

Safeguarding & Child Protection Policy and Procedures

"We will provide a Christian Education for all pupils based on the teachings of Jesus and the Spirit of the Gospels. The whole life of the school will be determined by the Gospel Values of Love and Justice. We will always value and care for all members of the All Saints Community according to their needs, and will affirm and nurture the development of all"

School Mission Statement

Date Reviewed: October 2026

Next Review Date: October 2027

SAFEGUARDING TEAM 2026 - 2027

Designated Safeguarding Lead (DSL) for Child Protection is:
Miss Lynne Jackson

Anti-Bullying and Online Safety Coordinator / Deputy Designated Safeguarding Lead (DDSL)
Mrs Nicki Harper

Deputy Designated Persons for Child Protection are:

Assistant Principal/SENCO
Mr Brian Bradley

Headteacher
Mr Ed Cassidy

Other members of the Safeguarding Team are:

Designated Teacher for Children Looked After (CLA)
Mrs Katie Towler

Designated Safeguarding Governor
Mr John Ashcroft

All members of the Safeguarding Team can be contacted via All Saints Catholic High School, telephone number: **0151 477 8740** or **0151 477 8751**

Introduction

The aim of this policy is to promote a safe environment where safeguarding children's concerns can be managed in an appropriate and timely way. The policy reflects current legislation, statutory guidance and complies with best practice standards and Ofsted requirements in relation to child protection and safeguarding in schools.

> Schools and colleges and their staff are an important part of the wider safeguarding system for children.
>
> *Para. 1 - Keeping Children Safe in Education, September 2026.*

Statement

All Saints Catholic High School recognises its moral and statutory duty to safeguard and promote the welfare of all pupils. We will provide a safe and welcoming environment where children are respected and valued and feel supported and able to report safeguarding concerns to any member of staff. We will maintain an attitude of "it could happen here" where safeguarding is concerned. We are alert to the signs of abuse, neglect and exploitation and will follow our procedures to ensure that children and young people receive effective support, protection and justice. The procedures contained in this policy apply to all staff, volunteers and governors and inform parents/carers how we will safeguard their children whilst they are in our care.

Policy Principles

- Children should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the interests of the child in order to protect them.
- All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- We will work in partnership with other agencies to promote the welfare of children and reduce the risk of harm by providing early help, sharing information and ensuring any actions that are part of a multi-agency plan are completed in a timely way in order to safeguard them.
- The school will follow the Local Authority and Knowsley Safeguarding Children Partnership (KSCP) procedures and will provide them with information as required.
- Whilst we will work openly with parents/carers as far as possible, All Saints Catholic High School reserves the right to contact Children's Social Care (CSC) or the Police, without notifying parents/carers if this is in the child's best interests.
- Pupils, staff and families involved in child protection issues will receive appropriate support.
- Children have a right to learn ways to keep themselves safe from harm and exploitation.

> Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
>
> *Para. 2 - Keeping Children Safe in Education, September 2026.*

Equalities

In line with the Equality Act 2010, schools must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity or sexual orientation.

This policy recognises that the welfare and interests of children are paramount in all circumstances. It aims to ensure that, regardless of age, gender, religion or beliefs, ethnicity, disability, sexual orientation or socio-economic background, all children have a positive and enjoyable experience of activities at school in a safe child centred environment. In addition, ensuring the protection of children from abuse whilst participating in education wherever such learning/activity takes place.

Public Section Equality Duty – places a general duty on schools, in the exercise of their functions, to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, while advancing the equality and foster good relations between those who share a relevant protected characteristic and those who do not.

Our school understands that some children, including those with special educational needs and disabilities (SEND) or certain medical or physical health conditions can be particularly vulnerable to abuse both online and offline and we accept the responsibility to take reasonable and appropriate steps to ensure their welfare.

…"additional barriers can exist when recognising abuse and neglect and exploitation in this group of children.
These can include:

- ➔ assumptions that indications of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- ➔ these children being more prone to peer group isolation and bullying (including prejudice-based bullying) than other children;
- ➔ the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- ➔ communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse;
- ➔ the need for intimate care or that these children are isolated from others;
- ➔ that these children children are more likely to be dependent on adults for care; and
- ➔ these children may have issues over cognitive understanding - being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Para. 249 - Keeping Children Safe in Education, September 2026.

Policy Aims

- To promote and prioritise the safety and wellbeing of children up to the age of 18.
- For all pupils to have a sense of being valued and cared for.
- To ensure everyone understands their roles and responsibilities in respect of safeguarding and child protection. See Appendix 1.
- To ensure all staff have read Part 1 and Annex A of *Keeping Children Safe in Education, September 2026* guidance document and have completed a signed or electronic record to say they have done so.

- To ensure everyone is provided with appropriate learning opportunities to recognise, identify and respond to signs of abuse, neglect, exploitation and other safeguarding concerns relating to children and young people.
- To ensure everyone recognises that even if there are no reported cases of child-on-child abuse in our school, such abuse may still be taking place and just not being reported.
- To ensure appropriate action is taken in the event of incidents/concerns of abuse and support provided to the individual/s who raise or disclose the concern.
- To ensure that confidential, detailed and accurate records of all safeguarding and child protection concerns are maintained and securely stored.
- To prevent the employment/deployment of unsuitable individuals.
- To help protect children and young people from exploitation including sexual and criminal exploitation (county lines) and radicalisation.
- To acknowledge that even if there are no reports of child-on-child abuse in school, it does not mean it is not happening, it may be the case that it is just not being reported. However, if child-on-child abuse is reported, ensure that appropriate action is taken.
- To ensure robust safeguarding arrangements and procedures are in operation.

The policy and procedures will be widely promoted and are mandatory for everyone involved in school. Failure to comply with the policy and procedures will be addressed without delay and may ultimately result in dismissal/exclusion from All Saints Catholic High School, as detailed in the Staff Code of Conduct, Allegations Management Policy and school's Behaviour Policy.

Definition of Abuse

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or caregiver abuse.*

Types of abuse and neglect include:

Physical Abuse	**Emotional Abuse**
Sexual Abuse	**Neglect**

Full details of definitions can be found in Appendix 6 and for further specific safeguarding issues see Appendix 4.

In line with *Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2023*, the definition of safeguarding and promoting the welfare of children for this document is as follows:

1. Providing help and support to meet the needs of children as soon as problems emerge.
2. Protecting children from maltreatment, whether that is within or outside the home, including online.
3. Preventing impairment of children's mental and physical health or development.

4. Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
5. Taking action to enable all children to have the best outcomes.

Para. 3 - Keeping Children Safe in Education, September 2026.

Staff have a particular contribution to make in listening to children and young people who have experienced abuse. This should be valued and recognised; however, it is understood that this work will **only** be carried out as part of an agreed plan, ensuring it does not impact on any legal processes the child may be involved in.

All Saints Catholic High School recognises that children who are abused or who witness domestic abuse may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and hold some sense of blame. School may be the only stable, secure and predictable element in the lives of children and young people who are at risk so our school will endeavour to support pupils by:

- Establishing and maintaining an environment where children and young people feel safe, secure and are encouraged to talk and feel listened to.
- Ensuring robust and effective systems are in place to enable children to share their concerns.
- Ensuring children and young people know there are adults in school they can talk to if they are worried.
- Ensuring that the content of the curriculum encourages self-esteem and self-motivation and children and young people are taught the skills they need to recognise and stay safe from all kinds of harm, including exploitation and online safety.
- Ensuring that children and young people who may be particularly vulnerable, such as those with SEND, are supported.
- Ensuring that children and young people who have English as an additional language have access to support and information that is clear, accessible and in their preferred language.
- Recognising that children and young people living in environments where they may be exposed to Adverse Childhood Experiences (ACEs), such as domestic abuse, adult drug/alcohol misuse, adult mental health issues and/or criminality are vulnerable and may be in need of support and protection.
- Ensuring all of our school's policies are upheld and procedures are applied appropriately.
- Identifying a Designated Safeguarding Lead and three deputy designated persons.
- Identifying a key member of staff as an Operation Encompass champion whose role is to receive information from the Police relating to incidents of domestic abuse and missing from home and returns.
- Preventing the impairment of children and young people's mental health/emotional wellbeing by promoting positive mental health strategies and identifying and supporting those who are struggling with their mental health.
- Monitoring the welfare of children and young people and notifying CSC via the Multi-agency Safeguarding Hub (MASH) as soon as there is a child protection concern.
- Using assessment tools when they are concerned that a child may be experiencing neglect.
- Initiating and contributing to assessments relating to the child/young person and their family, including Early Help Assessments in line with the Knowsley: Helping Children Thrive 2020.

School and college staff are particularly important, as they are in a position to identify concerns early, provide help for children. promote children's welfare and prevent concerns from escalating. Schools and colleges should work with local authority children's social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Para. 4 & 138 - Keeping Children Safe in Education, September 2026.

Children Potentially at a Greater Risk of Harm

Some children are recognised as potentially being at a greater risk of harm:

- Children who need a social worker and are subject to Child In Need or Child Protection Plans
- Children who are absent from education
- Children who are electively home educated (EHE)
- Children requiring mental health support
- Children Looked After (CLA) or Cared For Children (CFC) and previously CLA / CFC
- Care leavers
- Children with special educational needs and disabilities (SEND)
- Children who are lesbian, gay, bisexual or gender questioning.

When assessing the impact of abuse and neglect on a child, staff should ensure consideration is given to the criteria above, which may indicate additional vulnerability

Adultification

Adultification bias is a form of racial prejudice where children of minority groups are treated by adults as being more mature than they actually are. Black children are likely to be impacted by Adultification Bias, and actions carried out by these children that would ordinarily be deemed normal for child development are more likely to be treated as opportunities for discipline, and children are more likely to be seen as having malicious intentions. Adultification bias is a breach of child safeguarding legislation and guidance.

Davis and Marsh (2020) define adultification as:

> *'The concept of adultification is when notions of innocence and vulnerability are not afforded to certain children. This is determined by people and institutions who hold power over them. When adultification occurs outside of the home it is always founded within discrimination and bias. There are various definitions of adultification, all relate to a child's personal characteristics, socio-economic influences and/or lived experiences. Regardless of the context in which adultification takes place, the impact results in children's rights being either diminished or not upheld.'*

Awareness and understanding of Adultification Bias by the school safeguarding teams is important as it can mean that the vulnerability of certain groups of children, specifically Black children is overlooked, and rather than being safeguarded in relation to specific safeguarding issues such as exploitation, they are perceived as deviant and criminal. Adultification reduces professional and organisational responsibility to safeguard and protect children, while simultaneously increasing the responsibility on the child to safeguard themselves.

Adverse Childhood Experiences (ACEs)

ACEs are potentially traumatic events that occur in childhood. They can include violence, abuse, neglect, growing up in a family with mental health or substance use problems or having a family member attempt or die from suicide. Toxic stress from ACEs can change brain development and affect how the body responds to stress. When children are exposed to ACEs it can have a long-lasting impact on their ability to think, interact with others and on their learning and on future violence victimisation and perpetration. ACEs are linked to chronic health problems, mental illness, and substance misuse in adulthood and can also negatively impact education, job opportunities, and earning potential; however, they can be prevented.

The presence of ACEs does not mean that a child will automatically experience poor outcomes. Children's positive experiences or protective factors can prevent them from experiencing adversity and can protect against many of the negative health and life outcomes even after adversity has occurred. It is important to address the conditions that put children and families at risk of ACEs so that they can be prevented before they happen.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our anti-bullying procedures. Our school's Anti-Bullying Coordinator is Mrs Nicki Harper, Deputy DSL, but if the bullying is particularly serious, the Headteacher and the DSL may consider implementing child protection procedures.

Child Abduction and Community Safety Incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents, family members, as well as people known but not related to the child and by strangers. In Knowsley, any concern of child abduction the school is made aware of should be reported to the Police and Knowsley MASH.

Other community safety incidents in the vicinity of the school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. In Knowsley there is a 'Stranger Danger' process that has been agreed with Merseyside Police. If there is a report made to the school that a child had been approached by an unknown adult outside of school, of if there is a concern of someone loitering near to the school the agreed 'Stranger Danger' process should be followed. A copy of this process can be found in **Appendix 12**

Child Exploitation and Modern-Day Slavery

Child Criminal Exploitation (CCE) or County Lines

> County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.
>
> ***Criminal Exploitation of Children and Vulnerable Adults: County Lines guidance 2023.***

Staff should be alert to potential signs of a child's involvement in county lines such as missing episodes, being found in distant areas, unexplained new clothes, money or phones, being associated with older people and a significant change in behaviour or mental state.

Child Sexual Exploitation (CSE)

> Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
>
> *Child Sexual Exploitation – Definition and a guide for practitioners…February 2017.*

Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. Children between the ages of 12 – 15 years are most at risk but it can affect any child or young person, male or female, including those as young as 8 years and 16 and 17-year olds who can legally consent to have sex. It may also be linked to other types of crime such as child trafficking, domestic abuse, violence in intimate relationships, grooming, abusive images of children and their distribution, drugs-related offences, gang-related activity, immigration-related offences and domestic servitude.

> Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.
>
> *Child Sexual Exploitation – Definition and a guide for practitioners…February 2017.*

A common feature of sexual exploitation is that the child or young person often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of child exploitation and all concerns should be reported immediately to the DSL.

Team Shield is a dedicated multi-agency team in Knowsley that aims to work together with children, families and the community to offer a range of services to reduce the risk of child exploitation. They also provide expert support for professionals. Their response to child exploitation is co-ordinated and proactive: prevention, safeguarding and prosecution.

If staff have concerns about a child being exploited and the case is not already open to other services, the DSL will complete a Multi-Agency Referral Form (MARF). Once completed, the forms will be submitted to Knowsley Multi-Agency Safeguarding Hub (MASH) where they will be processed and forwarded onto Team Shield.

If concerns are in relation to an open case in Knowsley, then staff can complete a child exploitation assessment on Liquid Logic, the Early Help Module and send it to the Multi-Agency Child Exploitation (MACE) tray. Further details can be found in the Knowsley Multi-Agency Child Exploitation Policy.
Child Exploitation - Knowsley Safeguarding Children Partnership (knowsleyscp.org.uk)

Modern slavery encompasses exploitation, including sexual exploitation, criminal financial exploitation, human trafficking and slavery, servitude, forced or compulsory labour. forced criminality and the removal of organs. Further information and training for professionals on exploitation and modern slavery is available here - Modern Slavery Training Resource Page.

The National Referral Mechanism is the system used within the UK to support potential victims of exploitation and modern slavery. Further information on the signs that someone may be a victim of exploitation and modern slavery, the support available to victims and how to refer them to the NRM is available in statutory guidance Modern Slavery: How to Identify and Support Victims.

Children who are referred into the NRM in England and Wales may also have access to an Independent Child Trafficking Guardian (ICTG). ICTGs provide advocacy for children and help to promote and support their recovery

Child-on-Child Abuse (including Harrassment and Violence)

In most instances, the conduct of pupils towards each other will be recorded as a child welfare concern and covered by the school's Behaviour Policy or anti-bullying procedures; however, there may be occasions when a pupil's behaviour warrants a response under child protection rather than behaviour or anti-bullying procedures.

Staff should recognise that children are capable of abusing other children both inside and outside of school and online and must challenge any form of inappropriate behaviour and take it seriously. Abusive behaviours by children should never be tolerated or passed off as 'just banter', 'just having a laugh', 'part of growing up' or 'boys being boys', as this can lead to a culture of unacceptable behaviour, misogyny, an unsafe environment for children, and in worst cases scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Staff should equally recognise that even if there are no reports of child-on-child abuse in school, it does not mean it is not happening, it may be the case that it is just not being reported.

Child-on-child abuse is most likely to include but may not be limited to:

- Bullying (including cyberbullying, prejudiced-based and discriminatory bullying).
- Discriminatory behaviour, including racism, faith-based abuse and other prejudice-based incidents.
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse'.)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- Serious physical assault and harm, or the threat of harm with a weapon.
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi-nude images.
- Upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks or to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation, used as a way of initiating a person into a group and may include an online element).

Para. 37 - Keeping Children Safe in Education, September 2026.

Concerns should be logged on CPOMS and the relevant Year Team and the Safeguarding Team should be alerted. Where a child has suffered or is likely to suffer significant harm, the DSL will make a safeguarding referral into the MASH, and where appropriate, the Police should be informed. Victims of child-on-child harm will be supported by the school's pastoral system and/or referred to specialist agencies.

Children Absent or Missing Education

Attendance, absence and exclusions are closely monitored. A child being absent for prolonged periods and/or on repeat occasions is a potential indicator of abuse and neglect, including criminal or sexual exploitation or radicalisation, mental health problems, risk of substance misuse, travelling to conflict zones, female genital mutilation (FGM) or forced marriage/'honour'-based abuse. Early intervention is essential to identify the existence of any underlying safeguarding risks and to help prevent the risk of a child going missing in the future.

Each year group's pastoral team and our Attendance Team will monitor unauthorised absence and take appropriate action including making every attempt to contact the child and their family. If the child is still missing from education after **10 days**, the Local Authority's Child Missing Education (CME) Officer will be notified and the local CME procedures followed. Knowsley's CME Officer is Phil McCalliog.

Attendance at off-site provision will also be monitored to ensure that our pupils are attending and are safe. Similarly, the attendance of children who are vulnerable or those where there are known welfare and safeguarding concerns such as children on a Child Protection or Child In Need Plan, CLA and/or those with SEND will be monitored on a daily and weekly basis. Where appropriate, CSC will be informed when there are unexplained absences or attendance concerns. Home visits will be carried out to check on the welfare of a child who is not attending school and best practice would be for the member of staff to speak to the child away from their parents/carers, particularly where there are any safeguarding concerns. Further information about children at risk of missing education can be found in the *Children Missing Education* 2025 guidance.

Children Questioning Their Gender

From a safeguarding and child protection perspective, school and college staff have a duty to act in the best interest of the child and to ensure as with their peers, those children who may be questioning their gender are respectfully represented in school policies and procedures.

It is not for schools to initiate an action in this area; however, school should be confident to respond in circumstances where a child or their parent has raised a request in relation to social transition.

Children who may be questioning their gender are potentially vulnerable to complex mental health issues, as well as having psychosocial needs relating to relationships with family, peers or their broader social environment and also bullying. Issues such as bullying and poor mental health can be detrimental to a child's ability to thrive at school. A strong and proactive stance against all forms of bullying should be taken by the school, and bullying should be tackled at the earliest opportunity to prevent escalation.

Some children may have socially transitioned in primary school and be 'living in stealth', meaning that other children or staff may be unaware of their biological sex and school should be aware of related safeguarding concerns. These children are likely to approach puberty in a fearful and anxious state. School staff and the DSL should take into consideration the presentation of the children and look to access community-based early help support with parental consent. Further guidance is available in *Keeping Children Safe in Education 2026.*

Contextual Safeguarding / Extra-Familial Harm

All staff should be aware of indicators of abuse, neglect and exploitation and modern slavery, understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home and online. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation (including financial exploitation), serious youth violence, county lines, and radicalisation.

Para. 19 & 21 - Keeping Children Safe in Education, September 2026.

School staff and the DSL will have a key role in sharing relevant information and contributing to contextual safeguarding approaches that will aim to extend the concept of 'capacity to safeguard' beyond families to those individuals and sectors who manage extra-familial settings in which children encounter risk.

The DSL will be required to share information regarding children identified as vulnerable to extra-familial harm with the Knowsley MACE Meeting and the Knowsley Vulnerable Children's Meeting.

Children discussed at the MACE Meeting have already been identified as having significant concerns in relation to being exploited and a support and safety plan has been drawn up and put in place. These plans will include involvement from CSC or Early Help Services.

Children discussed at the Vulnerable Children's Meeting have been identified as potentially being at risk of exploitation; however, they are not known or open to any existing services or accessing any additional support. The purpose of the meeting is to plan early intervention/support to divert those children identified as vulnerable from being drawn further into exploitative relationships and situations. The DSL can refer children they are concerned about to the meeting. See **Appendix 10** for the referral form.

Cybercrime

Cybercrime is a criminal activity committed using computers and or the internet. Often children are vulnerable to becoming victims of cybercrime activity, or can inadvertently become involved in committing cybercrime as they are unaware that the activity they are engaging in is an offence.

Broadly categorised as 'cyber enabled' or 'cyber dependent' crimes, they include;

- Unauthorised access to computers (illegal hacking), e.g. accessing a school's computer network to look for test paper answers/change grades awarded.
- 'Denial of Service' (Dos or DDos) attacks or 'booting'. These are attempts to make a computer network / website unavailable or overwhelming it with internet traffic from multiple sources.

- Making, supplying or obtaining malware (malicious software) such as viruses, spyware, botnets, and Remote Access Trojans with the intent to commit further offences.

Cyber-dependent crimes continue to represent one of the most significant and rapidly evolving threats. Children can experiment with illegal online activity, often without understanding the legal or ethical implication, and the impact can extend beyond immediate financial losses, with scope to cause disruption to national infrastructure.

For children with particular skills and interest in computing and technology they can inadvertently or deliberately stray into cyber-dependant crime, and a referral into the Cyber Choices programme should be considered.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - National Cyber Security Centre - NCSC.GOV.UK

Domestic Abuse

The Domestic Abuse Act 2021, formally recognised the impact of domestic abuse on children, as victims in their own right if they see, hear or experience the effects of abuse. The definition of domestic abuse ensures that different types of relationships are captured, including ex-partners and family members. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected". The abuse can encompass, but is not limited to:

Psychological	**Emotional**
Physical	**Sexual Violence**
Economic/Financial	**Controlling or Coercive Behaviour**

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (a form of child-on-child abuse falling under the definition of domestic abuse, depending on the age of the child) and child/adolescent to parent or caregiver violence and abuse. Anyone can be a victim of domestic abuse, regardless of age, gender, identity, ability, culture, ethnicity, language, religion or beliefs, disability, sexuality or socio-economic backgrounds and it can take place inside or outside of the home.

Domestic abuse is never the fault of the person who is experiencing it. Exposure to domestic abuse can have a serious, long lasting emotional and psychological impact on children.

Operation Encompass (OE) is a partnership between schools and the Police and aims to support children who are affected by domestic abuse. In November 2025, a new statutory duty was placed on the Police to notify a child's education setting and where relevant, local authorities, if they have reasonable grounds to believe a child may be a victim of domestic abuse. This includes all children connected to a household where the Police have attended a domestic abuse incident.

All Knowsley Schools have a named OE contact who has completed the online training for key staff on the Operation Encompass website– in our school, it is Miss Lynne Jackson. When the Police attend a domestic abuse call and they are aware that children are part of the household, they record the details of the school the child attends. The school is then contacted as early as possible to make them aware of the incident. Once the OE contact has been informed, they take the appropriate action to support and safeguard the child. All actions taken are recorded on CPOMS. School staff may choose to use the

Domestic Abuse Risk Identification Matrix (DARIM) to assess the risk of harm to a child who has witnessed domestic abuse.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003. It is a form of child abuse and violence against women. FGM (sometimes referred to as 'cutting') comprises all procedures involving the partial or total removal of external female genitalia for non-medical reasons. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including mental health problems, difficulties in childbirth causing danger to the child and mother, and/or death.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women just before marriage or during their first pregnancy, so all staff are made aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period.

Section 5B of the 2003 Act, introduced a **mandatory reporting duty** which requires regulated health and social care professionals and **teachers** in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work (either through disclosure by the victim or visual evidence) to the police.

> Whilst all staff should speak to the designated safeguarding lead (or deputy) with regards to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.
>
> *Para. 46 - Keeping Children Safe in Education, September 2026.*

If staff have a concern Knowsley safeguarding procedures should be followed. **Teachers must personally report to the Police** cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the DSL. The duty does not apply in relation to at-risk or suspected cases; in these cases, teachers should follow KSCP procedures. Information on when and how to make a report can be found at: FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf (publishing.service.gov.uk)

Forced Marriage

> A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Force can include physical, psychological, financial, sexual and emotional pressure.
>
> *Multi-agency practice guidelines: Handling cases of Forced Marriage, April 2023.*

Forcing someone to marry is a criminal offence in the UK. It is a form of violence against women and men, domestic abuse, a serious abuse of human rights, and where a minor is involved, child abuse. Children may be married at a very young age, and well below the age of consent in England. Staff should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to the UK.

The Marriage and Civil Partnership (Minimum Age) Act 2022 also came into force in England and Wales on 27 February 2023. It means that 16 and 17 year old children are no longer allowed to marry or enter a civil partnership, even if they have parental consent. It is now illegal and a criminal offence to exploit vulnerable children by arranging for them to marry, under any circumstances whether or not force is used.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

The Forced Marriage Unit has published statutory guidance and multi-agency guidelines The right to choose: government guidance on forced marriage - GOV.UK; pages 79-84 focus on the role of schools and colleges. The unit can be contacted on Tel: 0207 008 0151 (Monday to Friday, 9.00am - 5.00pm) or by email fmu@fcdo.gov.uk; however, in Knowsley, any concerns regarding an incident of forced marriage should be reported immediately to the police and a referral made into the MASH.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave the property.

The Children's Wellbeing and Schools Act places a new duty on local housing authorities in England to notify educational institutions, health visiting services and general medical practices, when a child is placed in temporary accommodation. This notification should be made when consent has been given from the parent or those with parental responsibility. The expectation is this notification will enable school and college staff to safeguard and promote the welfare of these children at the earliest opportunity and support them to improve their outcomes.

Any concerns about a child becoming homeless should be shared with the DSL who will contact Knowsley Housing Solutions (0151 443 2333) for advice. A referral may be made to Family First or CSC too. Staff should also recognise that in some cases, 16 and 17 year old children could be living independently from their parents/carers and will require a different level of intervention and support.

Mental Health

All staff need to be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. While only appropriately trained professionals should attempt to make a diagnosis of a mental health condition, staff in school are well placed to observe children day to day and identify those who may be experiencing a mental health problem or be at risk of developing one.

> If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken to follow their school or college's child protection policy and by speaking to the designated safeguarding lead or a deputy.
>
> ***Para. 50 - Keeping Children Safe in Education, September 2026.***

If a child is struggling with their mental health, there are likely to be potential warning signs, which education staff are well placed to recognise signs such as:

- Significant changes in behaviour
- Ongoing difficulty sleeping

- Withdrawing from social situations
- Not wanting to do things they usually like
- Physical signs of self -harm or neglecting themselves.

Education staff have an important role to play. Specifically, they can support the fulfilment of 4 key roles:

- Promoting good mental wellbeing and preventing the onset of mental illness
- Observing pupils and identifying early those who may be experiencing mental health problems or being at risk of developing one
- Ensuring early targeted support is provided
- Liaising with/referral to specialist services where needed.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the DfE's guidance, *Mental Health and Behaviour in Schools 2018*, and may wish to follow the guidance Promoting Children and Young People's Mental Health and Wellbeing as best practice.

Online Safety

Our pupils increasingly use electronic equipment on a daily basis to access the Internet and share content and images via social networking sites. Unfortunately, some adults and young people use these technologies to harm children. It is essential that children are safeguarded from potentially harmful and inappropriate online material. All Saints' approach to online safety helps to keep pupils safe online and in school and protect and educate them in the safe use of technology. Our school will use age-appropriate educational material to raise awareness, to promote safety and deal with pressure.

Many of our pupils own or have access to handheld devices and parents/carers are encouraged to discuss the importance of online safety with their children, remind them to be mindful of their online behaviour, regularly check their devices and consider measures to keep them safe when using the Internet and social media at home and in the community. Further tips, advice and guidance can be found using the following links:

- ➔ Parents and Carers - UK Safer Internet Centre
- ➔ ParentSafe (lgfl.net)

Parents/carers can also come into school for advice and can also take part in workshops with our Online Safety Coordinator, Mrs Nicki Harper, Deputy DSL.

From September 2026, all schools should be mobile-free environments by default; anything other than this should be by exception only. The DfE expects schools to implement a policy whereby pupils do not have access to their mobile phone throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime. At All Saints, pupils may bring mobile phones to school with them but they must be switched off when they cross the blue line in the Atrium and remain off until the end of the school day. This measure not only has a positive impact on teaching and learning but also limits opportunities for pupils to bully or harass their peers online whilst in school, as many of the children have unlimited or unrestricted access to the Internet via mobile phone networks. If pupils are seen using their mobile phones during school hours, the phones will be confiscated and handed into Reception where they can be collected at 3.30pm.

Our school provides advice to staff regarding their personal online activity and has strict rules with online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories.
- Contact: being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- Conduct: online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, including those generated using AI, and online bullying.
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

Para. 165 - Keeping Children Safe in Education, September 2026.

Filtering and Monitoring

It is the responsibility of the Governing Body to ensure that there are appropriate monitoring and filtering systems in place in school and regularly review their effectiveness. They should ensure that the Leadership Team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively; however, all staff are required to know how to escalate safety concerns regarding the online environment that children may be encountering.

The filtering system at All Saints is provided by Fortinet and is designed to block access to harmful websites that contain explicit, violent, or discriminatory material and it continuously updates its database to stay ahead of emerging online risks. Additionally, the school has implemented a real-time monitoring tool (Lightspeed) to track pupils' online activities during school hours, so that staff can intervene if any concerning behaviour is detected.

The Government has published Generative AI: product safety expectations to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education.

Photography & Images

We ensure that we have safeguards in place. To protect pupils, we will:

- Seek their consent for photographs to be taken and/or published (for example, on our website or in newspapers or publications)
- Seek parental consent for a pupil to be photographed or videoed
- Ensure only the pupils' first names are used with an image
- Ensure pupils are appropriately dressed
- Encourage pupils to tell us if they are worried about any photographs that are taken of them
- External photographers are not allowed unsupervised access to pupils.

In particular, the school will consider CLA or victims of domestic abuse who might be put at risk by being included in publicity materials or school photographs.

Preventing Radicalisation

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be part of a school's or college's safeguarding approach.

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The government defines **extremism** as the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of those with different faiths and beliefs.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

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

Children and young people may become vulnerable and susceptible to radicalisation through a range of social, personal and environmental factors. The Internet and the use of social media in particular has become a major factor in the radicalisation of young people.

All schools and colleges are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from becoming terrorists or supporting terrorism". This duty is known as the Prevent duty.

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Exploitation and radicalisation are safeguarding concerns. In order to uphold the ethos and values of our school we will make a commitment to:

- Keep up-to-date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- Support staff to recognise warning signs and symptoms of extremism and radicalisation in relation to children and young people and include such issues in the curriculum in an age-appropriate way.
- Support staff to talk to families about sensitive concerns in relation to their children and explore ways to address them.
- Ensure the DSL knows where to seek and get advice as necessary.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate they may be in need of help or protection. See **Appendix 7**.

Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral.

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Channel is a voluntary, confidential support programme which focuses on providing support at an early

stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are first assessed by Police and may be passed to a multi-agency Channel Panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. Whilst the referral is being assessed, should any further or new information come to light, this should also be passed to the Police. A representative from the school may be asked to attend the Channel Panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

In Knowsley, a referral made into the Channel Panel is via the MASH. **It falls to the referrer to highlight the concern in relation to the Prevent duty.** See **Appendix 9**.

Powers to Screen and Search

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.
The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
    - to commit an offence, or
    - to cause personal injury to, or damage to property of; any person (including the pupil)
- an article specified in regulations:
    - tobacco and cigarette papers
    - fireworks
    - pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure that the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Further guidance to follow - Searching, Screening and Confiscation Advice for Schools 2022

Private Fostering

A private fostering arrangement occurs when someone other than a parent or a close relative, cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the Local Authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age. Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. When a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will raise this with the DSL and the school will notify the Local Authority of the circumstances.

Safer Recruitment

All Saints High School endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in *Keeping Children Safe in Education, 2026*, and from the Safer Recruitment Consortium.

Safer recruitment means that all applicants will:

- Complete an application form, which includes their employment history and explains any gaps in their history
- Provide two referees, including at least one who can comment on the applicant's suitability to work with children
- Be interviewed
- Provide evidence of identity and qualifications.
- Be checked through the Disclosure and Barring Service (DBS) and Teacher Services as appropriate to their role
- Provide evidence of their right to work in the UK.

At least one member of each recruitment panel will have attended Safer Recruitment training.

All staff sign to confirm they have received a copy of the Safeguarding and Child Protection Policy and Staff Code of Conduct. The school obtains written confirmation from supply agencies that agency staff or other individuals who may work in the school have been appropriately checked. Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

The school maintains a Single Central Record (SCR) of recruitment checks undertaken.

Serious Violence

All staff should be aware of the indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in educational performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Staff should also be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been suspended, spent time in Alternative Provision or permanently excluded from school, having experienced child maltreatment, having been involved in offending, such as theft or robbery, having used drugs or alcohol in early adolescence and having previously been a victim of or previously perpetrated violence.

Staff should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school and can concentrate in particular places. These times can be particularly risky for young people involved in serious violence. It is important that staff try to understand where these places are, with a view to working with partners to promote safety for children. In Knowsley, staff can make referrals into the Vulnerable Children's Meeting in order to support through

early intervention, or in cases where there are significant concerns about a child, link in with the Shield Team.

- ➔ Preventing youth violence and gang involvement
- ➔ Criminal exploitation of children and vulnerable adults: County Lines

Making or Sharing of Nudes or Semi-Nudes

Making or sharing nudes or semi-nudes refers to the creation, sending or posting of nude or semi-nude images by young people under the age of 18 online. The term "images" includes all visual content such as photographs, videos and live streams. This can be shared online via social media, gaming platforms, chat apps or forums. It can also involve sharing between devices using offline services like Apple's AirDrop.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- Children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- Children and young people digitally manipulate an image of a young person into an existing nude online or use artificial intelligence (AI) to generate a new nude or semi-nude image of a young person
- Images created or shared are used to abuse or blackmail. Situations could include:
    - children and young people selling nudes or semi-nudes of others online
    - children and young people coercing a peer into sharing a nude or semi-nude to blackmail them for money, further images or force them into illegal activity
    - children and young people hacking a peer's account to share images more widely without consent to publicly shame.
    - children and young people create and share a nude or semi-nude with an adult who has presented themselves as someone under the age of 18 to groom, sexually abuse or blackmail them.

Nude or semi-nude images, videos or live streams may include more than one child or young person. Creating and sharing nudes and semi-nudes of under-18s is illegal, which makes responding to incidents involving children and young people complex.

A young person is **breaking the law** if they:

- Take an indecent photo or video of themselves or a friend
- Share an indecent image or video of a child, even if it is shared between children of the same age
- Possess, download or explore an indecent image or video of a child, even if the child gave their permission for it to be created.

Indecent imagery does not always mean nudity; however, images are likely to be defined as such if they meet one or more of the following criteria:

- Nude or semi-nude sexual posing (e.g. displaying genitals and/or breasts or overtly sexual images of young people in their underwear)
- Someone nude or semi-nude touching themselves in a sexual way

- Any sexual activity involving a child
- Someone hurting someone else sexually
- Sexual activity that includes animals.

Children and young people should not be unnecessarily criminalised. Whilst creating and sharing images can be risky, it is often the result of their natural curiosity about sex and their exploration of relationships. Therefore, engaging in the taking or sharing of nudes and semi-nudes may not always be 'harmful' to all children and young people. Situations should be considered on a case-by-case context, considering what is known about those involved and if there is an immediate risk of harm. Often, young people need education and support for example, around identifying healthy and unhealthy behaviours within relationships and understanding consent and how to give it. This content will be delivered in our school in one or more of the following ways:

- On a one-to-one basis with the Online Safety Co-ordinator or a Learning Mentor
- Through Online Safety sessions delivered to Years 7 and 8
- Through PSHE lessons.

Safeguarding action will also be required in cases where there is risk of harm.

As of January 2016, if a young person is found creating or sharing images, the Police can choose to record that a crime has been committed but that taking formal action is not in the public interest.

All incidents involving youth produced sexual imagery should be responded to in line with the school's safeguarding and child protection policy.

When an incident involving nudes and semi-nudes comes to the attention of any member of staff in an education setting:

- The incident should be referred to the DSL (or equivalent) as soon as possible
- The DSL (or equivalent) should hold an initial review meeting with appropriate school staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents and carers should be informed at an early stage and involved in the process in order to best support the child or young person unless there is good reason to believe that involving them would put the child or young person at risk of harm
- A referral should be made to children's social care and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process.

Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People, March 2024.

The following organisations offer further advice and support to children and young people, parents/carers and professionals:

- ➔ www.barnados.org.uk
- ➔ www.childline.org.uk
- ➔ www.childnet.com
- ➔ www.thinkuknow.co.uk
- ➔ www.nspcc.org.uk

Sexual Harassment and Sexual Violence (Child On Child)

Sexual harassment is described as unwanted conduct of a sexual nature.

Sexual Violence refers to criminal acts: rape, assault by penetration, sexual assault and causing someone to engage in sexual activity without consent, as defined by the Sexual Offences Act 2003.

Harmful Sexual Behaviour (HSB) is an umbrella term that applies to behaviour occurring online, face-to-face, or both and are never acceptable. HSB should always be considered within a child protection context. These behaviours can occur between two or more children of any age and sex. It can occur also through a group of children towards a single child or towards another group of children.

HSB exists on a continuum and may escalate into sexual harassment or sexual violence. As set out in Part One of *Keeping Children Safe in Education*, all staff working with children are advised to maintain an attitude of '**it could happen here**'. Early intervention in inappropriate behaviour such as misogyny can help to prevent escalation to more serious abuse. When assessing HSB, the ages and developmental stages of the children involved is critical. Children who display HSB have often experienced their own abuse and trauma and it is important that they are offered appropriate support.

Staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys; however, it is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting **any** form of abuse, neglect or exploitation. Nor should they ever be made to feel ashamed for making a report.

Any decisions made by the school staff must be done on a case-by-case basis, with the DSL taking a leading role and using their professional judgement, supported by other agencies such as CSC and the Police as required. Part 5 of *KCSIE 2026*, sets out how schools should respond to reports of sexual violence and sexual harassment.

The school's initial response to a report from a child is incredibly important, as it can encourage or undermine the confidence of future victims of sexual harassment and sexual violence to report or come forward. In Knowsley, the DSL may request advice, guidance and support from the LA's Education Safeguarding Officer in relation to cases as they arise.

KCSIE 2026 upholds the principle that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.

- All victims should be supported and reassured that they are being taken seriously.
- Where the report includes an online element staff should be aware of Searching, Screening and Confiscation: Advice for Schools and Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People.
- Staff **must not** view or forward illegal images of a child.
- While staff can ask open questions such as those using the TED approach; Tell, Explain, Describe, they **must not** ask leading questions.
- A written record should be made recording the facts as the child presents them.
- The Designated Safeguarding Lead must be informed as soon as possible.

When dealing with a disclosure of child-on-child sexual harassment and sexual violence, the DSL should make an immediate risk and needs assessment in relation to all of the children involved.

For those members of the school Safeguarding Team who have completed the **AIM – Understanding and Managing Sexual Behaviours in Education Settings** training, they should use the AIM Checklists to make an informed assessment decision on the nature and impact of the behaviour. If the checklists

indicate the behaviour is problematic, violent or abusive then they should consider convening a multi-agency Risk Assessment Management Plan (RAMP) Meeting, in order to formulate a risk management plan in line with the AIM guidance.

For those staff who have not completed the AIM training, they should consider using the risk identification tool. See **Appendix 8.** The assessment should consider:

- The victim, especially their protection and support
- Whether there have been any other victims
- The child displaying the sexualised behaviour
- All the other children, and if appropriate staff at the school, especially any actions that are appropriate to protect them from further harmful sexualised behaviour.

There are four likely options for schools to consider when managing reports of HSB:

1. **Manage internally** – In some cases of sexual harassment, e.g. one-off incidents, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, taking actions in line with school Behaviour Policy.

2. **Early Help** –The school may decide that the children involved do not require statutory interventions but may benefit from Early Help via a referral into Knowsley MASH. Early Help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

3. **Referrals to Children's Social Care** – Where a child has been harmed, is at risk of harm, or is in immediate danger, a referral should be made to Knowsley MASH. Schools should not wait for the outcome (or even the start) of a CSC investigation before protecting the victim and other children in the school.

   Where statutory assessments are appropriate, the DSL should work alongside and co-operate with the relevant lead social worker. Collaborative working will help ensure the best possible package of co-ordinated support is implemented for the victim and, where appropriate, the alleged perpetrator(s) and any other children that require support.

   Schools may seek advice, guidance and support from the LA's Education Safeguarding Officer on the best way to implement safeguarding and risk identification processes. School will support the completion of a specialist AIM 3 assessment by a trained professional if required.

4. **Reporting to the Police** – Any report to the Police will generally be in parallel with a referral to CSC via Knowsley MASH. Where a report of a rape, assault by penetration or sexual assault is made, the starting point is for this information should be passed to the Police. In Knowsley, the DSL will make this report to the Vulnerable Persons Unit in the Police.

   Schools will generally inform the parents/carers of the children involved in the incident, unless there are compelling reasons not to, for example, informing the parents/carers is likely to put the child at further risk. In circumstances where parents/carers have not been informed, it is especially important that the school supports the child in any decision they take. This should be with the support of CSC and any appropriate specialist agencies.

   Where an incident has been reported to the Police, the school should consult with the Police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents/carers. They should also discuss the best way to protect the victim and their anonymity.

Additionally, whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s), it will be important for the DSL to work closely with the Police (and other agencies as required), to ensure any actions the school takes do not jeopardise the Police investigation.

In some cases, it may become clear very quickly that the Police (for whatever reason) will not take further action. In such circumstances, it is important that the school continues to engage with specialist support for the victim and alleged perpetrator(s) as required.

KCSIE 2026, Part Five, details further information in regards to cases that are referred into the criminal justice process.

All responses should be underpinned by the principal that sexual harassment and sexual violence is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decisions should be recorded accurately. When considering a referral into the Early Help Team, CSC or the Police, staff should access Knowsley's guidance detailed in the *Children who Display Sexually Inappropriate and Harmful Behaviour Protocol*.

So-Called 'Honour'-Based Violence (HBV)

The terms 'honour crime' or 'honour-based violence' embrace a variety of crimes of violence (mainly but not exclusively against women), including assault, FGM, breast ironing, imprisonment and murder where the person is being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour. It can be distinguished from other forms of abuse, as it is often committed with some degree of approval and/or collusion from family and/community members. Victims may have multiple perpetrators not only in the UK; HBV can be a trigger for a forced marriage. **All forms of HBV are abuse,** regardless of the motivation; staff need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. If in any doubt, staff should speak to the DSL.

Staff Training

The ability of staff to recognise the signs and symptoms of abuse will depend upon their experience and training; however, **all** members of staff should be alert to the possible signs of abuse, neglect and exploitation and know what to do if they have a concern.

New staff will receive a briefing during their induction, which includes the school's Safeguarding and Child Protection Policy and Staff Code of Conduct, reporting and recording arrangements, and details of the DSL. All staff will receive appropriate safeguarding and child protection training that is updated regularly and in addition they will receive safeguarding and child protection updates via email and staff briefings at least annually. The DSL will attend training on an annual basis to enable them to fulfil their role.

This policy will be updated during the year to reflect any changes brought about by new guidance.

Visitors

All visitors to the school will be asked to sign in at Reception and a photographic ID will be generated. The following notice is displayed in Reception:

"All Saints Catholic High School is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment.

Everyone has a responsibility to act **without delay** to protect children by reporting anything that might suggest that a child is being abused or neglected.

If you have ANY concerns about a child's welfare or well-being or have a concern about the behaviour of any adult within the school towards a child:

- Discuss your concerns with a member of the Safeguarding Team:

  ➔ Miss L Jackson, Designated Safeguarding Lead (DSL)
  ➔ Mrs N Harper, Deputy Designated Safeguarding Lead (DDSL)
  ➔ Mr B Bradley, Assistant Headteacher / SENCO / DDSL
  ➔ Mr E Cassidy, Headteacher / DDSL

- Remember it is important to share your concerns even if you are unsure.
- Anyone (in an emergency or if they need to) can make a referral to Knowsley MASH on 0151 443 2600.
- The Local Authority Designated Officer (LADO) for managing allegations against staff can be contacted directly on **0151 443 3928** or by email LADOinbox@knowsley.gov.uk or via Knowsley MASH on 0151 443 2600.

Reception staff can provide you with information on our school's procedures for Managing Allegations Against Staff.

By signing in here, you are agreeing to follow the school's safeguarding advice to visitors and where appropriate the Code of Conduct for staff and volunteers."

Regular visitors to the school will be added to our Single Central Record (SCR) and issued with a visitor's badge on a GREEN lanyard. This identifies them as being "safe" and able to work with children on their own and walk around the site unaccompanied. Any visitor who has not had a DBS check or who has not provided their clearance details to Reception will be given a visitors' badge on a RED lanyard and a member of staff must accompany them at all times. In addition, all visitors will be given the "Safeguarding Advice for Visitors and Volunteers" leaflet.

The names and photographs of the Safeguarding Team are displayed in Reception.

Child Protection Procedures

In accordance with statutory guidance the Governing Body will ensure that the school has the following in place:

- An effective Safeguarding and Child Protection Policy and procedures in place that are in accordance with the Local Authority guidance and locally agreed multi-agency safeguarding procedures put in place by the three safeguarding partners.
- That the Safeguarding and Child Protection Policy and procedures are made available on the school website or to pupils and parents/carers on request
- Procedures in place for dealing with complaints about safeguarding arrangements, which should be accessible to staff, pupils and parents/carers.

The school will follow the procedures set out in the Knowsley Safeguarding Children Partnership (KSCP) Safeguarding Children Procedures Manual, together with the KSCP Multi-Agency Child Protection Standards. These can be found online at KSCP Tri X multi agency procedures.

Taking action

Key points to remember for taking action are:

- Report your concern verbally **without delay** to the DSL or the deputy designated person, Headteacher or the LA's Education Safeguarding Officer if the DSL is unavailable.
- Do not start your own investigation - **Under no circumstances should you attempt to resolve the matter yourself** without first taking advice.
- Understand that taking no action does not safeguard children; once a piece of information is received there should be no assumption that someone else will act.
- Share information on a need-to-know basis only. Do not discuss the issue with colleagues, friends or family.
- Record the events giving rise to the concern on CPOMS.
- Seek support for yourself if you feel distressed.

All staff should know what to do if a child tells them they are being abused, exploited, or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and local authority children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

Para. 14 - Keeping Children Safe in Education, September 2026.

During extended school provision, if you become aware of a child protection concern where a child is suffering, or likely to suffer significant harm, you should contact CSC Emergency Duty Team (EDT) via the MASH. You should then record your concerns and actions on CPOMS and inform the DSL as soon as practicable. The flowchart on the safeguarding noticeboard on the staff corridor will guide you through this process.

If you suspect a pupil is at risk of harm

There will be occasions when you suspect that a pupil may be at risk but you have no 'real' evidence. In these circumstances, you should try to give the child or young person the opportunity to talk. It is fine to ask the pupil if they are OK or if you can help in any way. If, following your conversation, you remain concerned, you should discuss your concerns with your line manager.

If a pupil discloses to you

If a pupil talks to you about any risks to their safety or well-being you will need to let them know that you must pass the information on – **you are not allowed to keep secrets**.

During your conversation with the pupil:

- **Remember that the child's welfare and interests must be paramount at all times.**
- **Listen carefully and actively to the child –** At this stage there is no necessity to ask questions. Let the child guide the pace.
- **Remain calm and avoid expressing your own views on the matter** - A reaction of shock, embarrassment or disbelief could cause the child to 'shut down', retract or stop talking, as they may feel that you are unable to cope with what you are hearing and/or may be thinking badly of them.

- **Let them know they've done the right thing –** "I'm glad you've told me. I'm sorry this has happened to you. I will support you." Reassurance can have a big impact on a child who may have been keeping a secret up until this point.
- **Do not be afraid of silences** – Remember how hard this must be for the pupil.
- **Tell them it's not their fault –** Abuse is never the child's fault and they need to know this.
- **Do not automatically offer any physical touch as comfort -** It may be anything but comforting to a child who has been abused.
- **Say you will take what they have said seriously –** Children often fear that they won't be believed. The child has told you because they want help and trust you'll be the person who will listen to them and support them; don't question the truth of what is being said.
- **Don't talk to the alleged abuser** - Confronting the alleged abuser about what the child has told you could make the situation a lot worse for the child.
- **Explain what you'll have to do next -** Explain to the child that you'll need to share the information they have told you to someone who will be able to help.
- **Don't delay in reporting -** The sooner the concern is reported after the child discloses the better. Report as soon as possible so details are fresh in your mind and action can be taken quickly. Record the full details of the disclosure of CPOMS.

You must never:

- **Ask leading or probing questions** - If you need to clarify anything the child has said to establish whether they are at risk of harm, ask open questions (what, when, where, who, how, where?) or use the T.E.D model (Tell, Explain, Describe). Avoid the question "why?" as this can imply guilt / responsibility of the child.
- **Press the child for more details.**
- **Promise to keep a secret** - You have a duty to ensure that if a child is at risk of harm, then this information is shared with a member of the Safeguarding Team and possibly other agencies in order to keep the child safe. If a child requests confidentiality, use a 'prepared' response, such as "I'm really concerned about what you have told me and I have a responsibility to help ensure that you are safe. To help make sure you are safe, I have to tell (name person) who will know how to help us to do this."
- **Take photographs of a mark or injury**.
- **Make an audio/video recording of a child's disclosure.**
- **Ask the child to write a statement** - However, the child may ask to write something down if they are embarrassed.
- **Ask the child to sign a statement you have written**.
- **Make promises** - For example, "This will never happen again."
- **Ask the child to repeat what they have told you to another staff member** - This is stressful for the child and the more times a child is asked to tell their story the greater the chance of the facts becoming lost and any subsequent investigation being compromised.
- **Just send an email and let a child go home if you have concerns that they may be at risk of harm** - The opportunity to prevent harm may be missed.

Once a disclosure has been made or a concern has been shared, the DSL will consider the information and will make the decision to either:

- Keep detailed records of the concern, however take no further action at this time
- Manage any support for the child internally via the school's pastoral system
- Convene a Team Around the Family (TAF) Meeting
- Undertake a Family Help Assessment
- Make a referral to statutory services, for example, as the child might be in need, is in need or suffering, or is likely to suffer harm.

See **Appendix 2**.

Notifying parents/carers

All Saints Catholic High School will normally seek to discuss any concerns about a pupil with their parents/carers. This must be handled sensitively and the DSL will make contact in the event of a concern, suspicion or disclosure to ensure that parents/carers have a clear understanding of the **duty** placed on school staff with regards to safeguarding and child protection.

Parents/carers will also be made aware of any referrals that have to be made to CSC and/or the Police, unless to do so could put the child or young person at increased risk of significant harm.

Referral to Children's Social Care

The DSL will make a referral to CSC if it is believed that a pupil is at risk of significant harm, or likely to suffer significant harm. They will contact Knowsley MASH on 0151 443 2600 and make a telephone referral. This must be followed up in writing using the Multi-Agency Referral Form (MARF) within 24 hours. If a child is in need of immediate protection, the DSL will contact the Police or other emergency services.

> Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care and if appropriate the Police, (see when to call the Police: guidance for schools and colleges npcc.police.uk)) is made immediately. Referrals should follow the local referral process.
>
> ***Para. 65 - Keeping Children Safe in Education, September 2026.***

All staff should be aware of how to make a referral to CSC and should be prepared to contact the MASH themselves if a member of the Safeguarding Team is not available; the following information is required:

- Name of the referrer where they are from
- The child's details – name, address, date of birth, etc.
- Details of the child's parents/carers
- What's working well
- What we're worried about (Nature of the referral relating to significant harm and the category of abuse)
- Any relevant context that supports the referral information
- What needs to happen to ensure the safety/well-being of the child
- If the parents/carers have been informed of the referral and if not, the reason why.

Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support pupils and their families and staff by:

- Taking all suspicions and disclosures seriously
- Nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
- Responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- Storing records securely

- Offering details of helplines, mentoring, counselling or other avenues of external support
- Cooperating fully with relevant statutory agencies.

Confidentiality and Information Sharing

Sharing information between agencies/services is essential in working together to safeguard children. Professionals, agencies and services are required to share information securely:

- About children and their health and development in relation to exposure to possible abuse and neglect
- About parents/carers who may not be able to care adequately and safely for children
- About individuals who may present a risk to children.

Where there are concerns that a child is, or may be at risk of significant harm, the needs of the child must always come first; **the priority must always be to protect the child**. If there is any doubt about confidentiality, staff should seek advice from a senior manager or outside agency as required.

The DSL/Headteacher will only disclose information about a pupil on a 'need-to-know' basis. In line with the *HM Government Information Sharing: Advice for practitioners providing safeguarding services* – Seven Golden Rules for information sharing – the appropriateness of sharing information should have a direct relevance on the ability of the member of staff to carry out their role. See **Appendix 3**.

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

Record Keeping

To ensure good safeguarding and child protection practice schools are required to keep clear and detailed written records of concerns about children, even when there is no need to refer the matter to Children's Social Care immediately.

Records should clearly indicate statements of fact, opinion, first and second-hand information including who, what, where, when and why. All child welfare concerns and child protection records whether paper or electronic should be kept securely with limited access.

The document Information and Data Security: Guidance for Knowsley Schools (Version 4.0) has been shared with schools and sets out the following guidance for the management of child protection files in schools.

Records	Basic File	Retention Period	At end of Retention	Notes
All other important and prime documentation	Child Protection files	DOB + 75 years	Confidentially dispose	Paper copies of child protection information must be copied and sent under separate cover to new school/college whilst the child is still under 18. All other records should be transferred via CPOMS. Where a child is removed from roll to be educated at home, the file should be copied to the Local Education Authority.

Transfer of Child Protection Records

It is the responsibility of the Headteacher/DSL to pass on confidential information to the pupil's next school, college or education setting.

Transfer of records checklist:

- The Headteacher/DSL should inform a child's social worker immediately if they are aware that a child is moving to a new borough.
- Any paper-based child protection records should be forwarded for the attention of the Headteacher/DSL of the receiving school.
- Only on confirmation of receipt of the records in the receiving school, should all previous copies be destroyed in line with the confidential waste guidelines.
- All other records should be transferred via CPOMS.
- In the event of not being able to trace a child, the school should contact the School Attendance Improvement Officer (SAIO) and ask them to make further enquiries.

For Receipt of Child Protection File (paper-based) template see **Appendix 5**.

If the Headteacher is aware when a new student is admitted there are previous child protection concerns, every effort should be made to obtain the confidential child protection records from their previous school, college or education setting.

In addition to the information transferred as part of the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school in advance of the child leaving, including information that would allow the new school to continue support to children who have a social worker, have been the victims of abuse or who are currently receiving support through the 'Channel' Programme.

Community Based Early Help Assessment (EHA)

> Universal services and community based Early Help play a crucial role in identifying emerging problems and providing support at an early stage. They are not an individual service, but a system of support delivered by local authorities and their partners working together and taking collective responsibility to provide the right provision in their area. This level of Early Help is provided through universal services and other voluntary and community services. This includes universal services such as education and health services, as well as support delivered through Best Start Family Hubs, youth services, after school clubs and housing provision.
>
> ***Para. 578 - Keeping Children Safe in Education, September 2026.***

In order to effectively contribute to the EHA process staff will actively participate and contribute to the development of a common assessment process that considers the needs of the child and the family. EHAs will be conducted in order to facilitate earlier identification and intervention supporting children with additional needs.

> All staff should be prepared to identify children who may benefit from Family Help. Family 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.
>
> ***Para. 6 - Keeping Children Safe in Education, September 2026.***

In order to ensure the effectiveness of the EHAs school staff will:

- Participate in EHA training
- Develop effective links with other services and agencies
- Work in partnership with children, young people and their families
- Identify an Early Help lead person within the school; in our school, this is Miss Lynne Jackson.

To make a referral for targeted Early Help in Knowsley, a MARF must be completed and submitted to the MASH.

Abuse of a Position of Trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

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 pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

Allegations Against Staff

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in the school has:

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

In dealing with allegations or concerns against an adult in the school, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to the Headteacher as soon as possible.
- If an allegation is made against the Headteacher, the concerns need to be raised with the Chair of Governors or LADO as soon as possible.
- Once an allegation has been received, the Headteacher or Chair of Governors will usually decide whether the behaviour can be addressed directly through the school's complaints or disciplinary procedures or whether they must contact the LADO. If it meets **any** of the criteria above, they will contact the LADO on **0151 443 3928** or by email LADOinbox@knowsley.gov.uk with 24 hours of being notified of the allegation and before carrying out any investigation into the allegation other than preliminary enquiries.
- The person subject to the allegation will be notified of the allegation as soon as possible after consulting the LADO.
- Parents/carers will also be informed of the allegation unless there is a good reason not to.

In liaison with the LADO, the school will determine how to proceed and if necessary, the matter will be referred to CSC and/or the Police. If the allegation is investigated internally, the LADO will advise the school to seek guidance from their Local Authority H.R link officer or Education Safeguarding Officer in following procedures set out in *Keeping Children Safe in Education 2026* and the KSCP procedures.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. In the event of suspension, the school will provide support and a named contact for the member of staff.

Staff, parents/carers and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites. Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

It is crucial that **all** concerns, including 'low-level' concerns are shared responsibly with the right person, and recorded and dealt with appropriately. A 'low-level' concern is any concern – no matter how small, even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that is not consistent with the Staff Code of Conduct but doesn't meet the allegations threshold or is otherwise not thought to be serious enough to consider a referral to the LADO.

All 'low-level' concerns should be shared with the Headteacher or with the Chair of Governors if the concern relates to the Headteacher. Ensuring that 'low-level' concerns are dealt with effectively should minimise any risks to children and also protect the adults working with them from potential false allegations or misunderstandings.

School encourages an environment where staff feel confident to self-refer, where for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Whistleblowing

Staff who are concerned about poor or unsafe practice or possible child abuse are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the **welfare of the child is paramount**. Our school's whistleblowing code enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place. All concerns should be reported to the Headteacher. Complaints about the Headteacher should be reported to the Chair of Governors.

> All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding provision and know that such concerns will be taken seriously by the senior leadership team.
>
> ***Para. 80 - Keeping Children Safe in Education, September 2026.***

Where a member of staff feels unable to raise an issue with their employer or feels that their concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at www.gov.uk/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.uk

Monitoring & Evaluation

This policy document will be reviewed every year or in the following circumstances:

- Changes in legislation and/or government guidance
- As required by the Local Safeguarding Children Partnership and Ofsted
- As a result of any other significant change or event.

In the interests of safeguarding and protecting the welfare of children and young people all staff will receive a copy of the Safeguarding and Child Protection Policy and sign to say they have read and understood its content.

Complaints

Complaints about safeguarding should follow the school's Complaints Policy.
The school and Local Authority also have whistleblowing procedures.
The LADO for dealing with allegations against staff and volunteers can be contacted on **0151 443 3928** or email LADOinbox@knowsley.gov.uk or Knowsley MASH on 0151 443 2600.

Roles & Responsibilities

The Governing body should ensure that:

- The school meets the statutory responsibilities set out in *Keeping Children Safe in Education (September 2026)* and *Working Together to Safeguard Children 2023.*
- The school has a strategy for providing early help together with other agencies and supporting children and families by carrying out early help assessments, drawing upon Knowsley's Helping Children Thrive model.
- The Safeguarding and Child Protection Policy is reviewed annually and available to parents/carers, normally via the school's website.
- All adults working within the school are aware of the school's code of conduct and this guidance is in keeping with the *Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium, 2022).*
- The school's practice is reviewed in line with Local Authority guidance, Knowsley Safeguarding Children Board's priorities and any actions identified in the Local Authority 175 Audit are completed.
- There is a named, designated safeguarding lead who is a member of the school leadership team. There are colleagues trained to provide cover for the role.
- The school has procedures in keeping with Knowsley Safeguarding Children Board's for dealing with any allegations made against any adult working within the school.
- There is a nominated governor, usually the chair, who is the case manager for managing any allegations against the headteacher.
- There is an additional nominated governor to liaise with the designated safeguarding lead and champion child protection/safeguarding on behalf of the safeguarding body.
- The school follows safer recruitment procedures, including the statutory pre-employment checks on all staff working with young people. The chair of governors and safeguarding governor together with the headteacher review the school's single central record.
- The school itself is a safe environment where the views of children and families are listened to and where children are taught about safeguarding and how to keep themselves safe, including on the Internet or when using new technology. Any complaints about services lead to improvements in practice.
- The school will ensure there are appropriate filters and monitoring systems in place in respect of Internet use.
- It scrutinises the impact of the school's training strategy so that all staff, including temporary staff and volunteers, are aware of the school's safeguarding and child protection procedures. All staff must have child protection training, which is regularly updated.
- There is effective analysis of safeguarding data including bullying, attendance, exclusions, behaviour logs, pupils taken off roll, views and the progress and participation of vulnerable students.
- All safeguarding practices are quality assured by the leadership team, including the auditing of safeguarding records and the supervision of the designated safeguarding lead and other members of the safeguarding team.
- The governing body will appoint an appropriately trained designated teacher to promote the educational achievement of children who are looked after.

Governing bodies are accountable for ensuring the school has effective policies and procedures in place in line with local and national guidance, and for monitoring the school's compliance with them. Neither the governing body nor individual governors have a role in dealing with individual child protection cases or the right to know the details of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff or investigating a complaint brought to their attention).

The Head Teacher will ensure that:

- The Single Central Record is maintained and up-to-date and the safer recruitment practices set out in *Keeping Children Safe in Education 2026* are followed, including pre-employment checks. At least one member of every recruitment panel has attended safer recruitment training.
- Job descriptions and person specifications for all roles make specific reference to child protection and safeguarding.
- There is a listening culture within the school where both staff and children are able to raise concerns about poor or unsafe practices.
- Referrals are made to the Disclosure and Barring Service and / or the National College of School Leadership as appropriate.
- They liaise with the LADO where an allegation is made against a member of staff.
- The designated safeguarding lead has a job description in keeping with the requirements of *Keeping Children Safe in Education 2026* and that sufficient time, training and support are allocated to this role, including the appointment of colleagues able to deputise for the designated safeguarding lead who have undertaken the same training.
- The curriculum provides opportunities to help students stay safe especially when on-line. Children should be aware of the support available to them.
- They quality assure the school's child protection practices including the auditing of safeguarding records and the supervision of the designated safeguarding lead and other members of the safeguarding team to ensure that actions and decisions are reviewed appropriately.

Annex B: Role of The Designated Safeguarding Lead

Keeping Children Safe in Education September 2026.

Governing bodies, proprietors and management committees should ensure an appropriate **senior member** of staff, from the school or college **leadership team**, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection (including online safety and understanding filtering and monitoring systems and processes in place). This should be explicit in the role-holder's job description.

The designated safeguarding lead should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

Deputy Designated Safeguarding Leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst

generally speaking the designated safeguarding lead (or a deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead, to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage Referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required. NSPCC - When to Call the Police should help understand when to consider calling the police and what to expect when working with the police.

Working with Others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff
- act point of contact with the three safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019
- As required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
    - ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and
    - support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information Sharing and Managing the Child Protection File

The designated safeguarding lead is responsible for ensuring that the child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

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

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part two of this guidance.

When children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCOs) or the named person with oversight for SEND in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives

Raising Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on local safeguarding arrangements; and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing with teachers and school and college leadership staff.

Training, Knowledge and Skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two

years. The designated safeguarding lead (and any deputies) should also undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses, and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing Support to Staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

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

Understanding the Views of Children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings,

among all staff, and in any measures the school or college may put in place to protect them; and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and Sharing Information

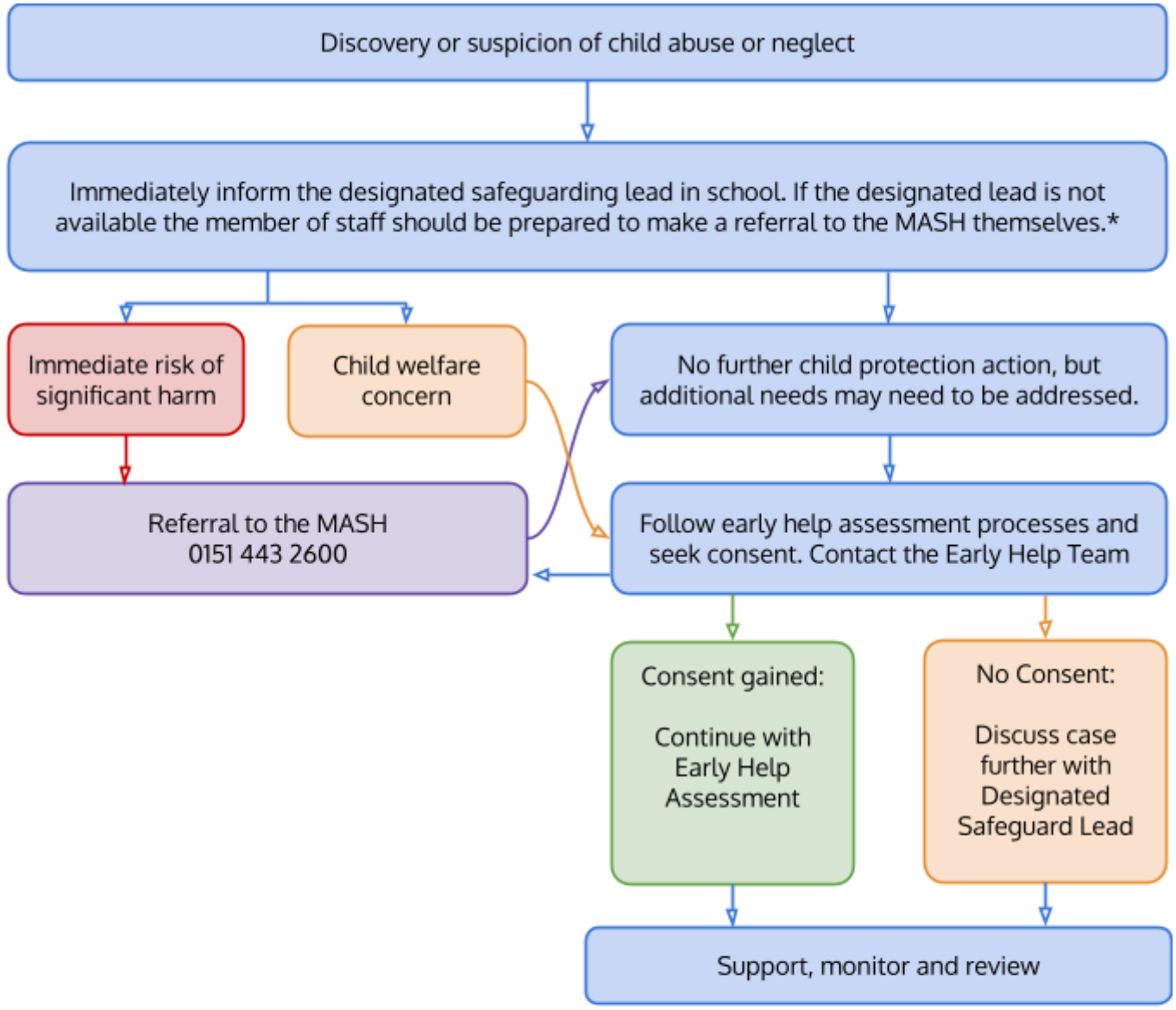
The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this documents, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
- be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

Other Local Designated Safeguarding Lead Additional Duties

In Knowsley the designated safeguarding lead may also act as champion for local / area initiatives such as Operation Encompass, CE single point of contact and private fostering.

Child Protection Procedures Flowchart



*Paragraph 65: **Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care and if appropriate the police, is made immediately. Referrals should follow the local referral process.** KCSIE 2026

Seven Golden Rules for Sharing Information

1. **Remember Data Protection Act** is not a barrier to sharing information, but provides a framework to ensure that personal information about living persons is shared appropriately.

2. **Be open and honest** with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

3. **Seek advice** if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

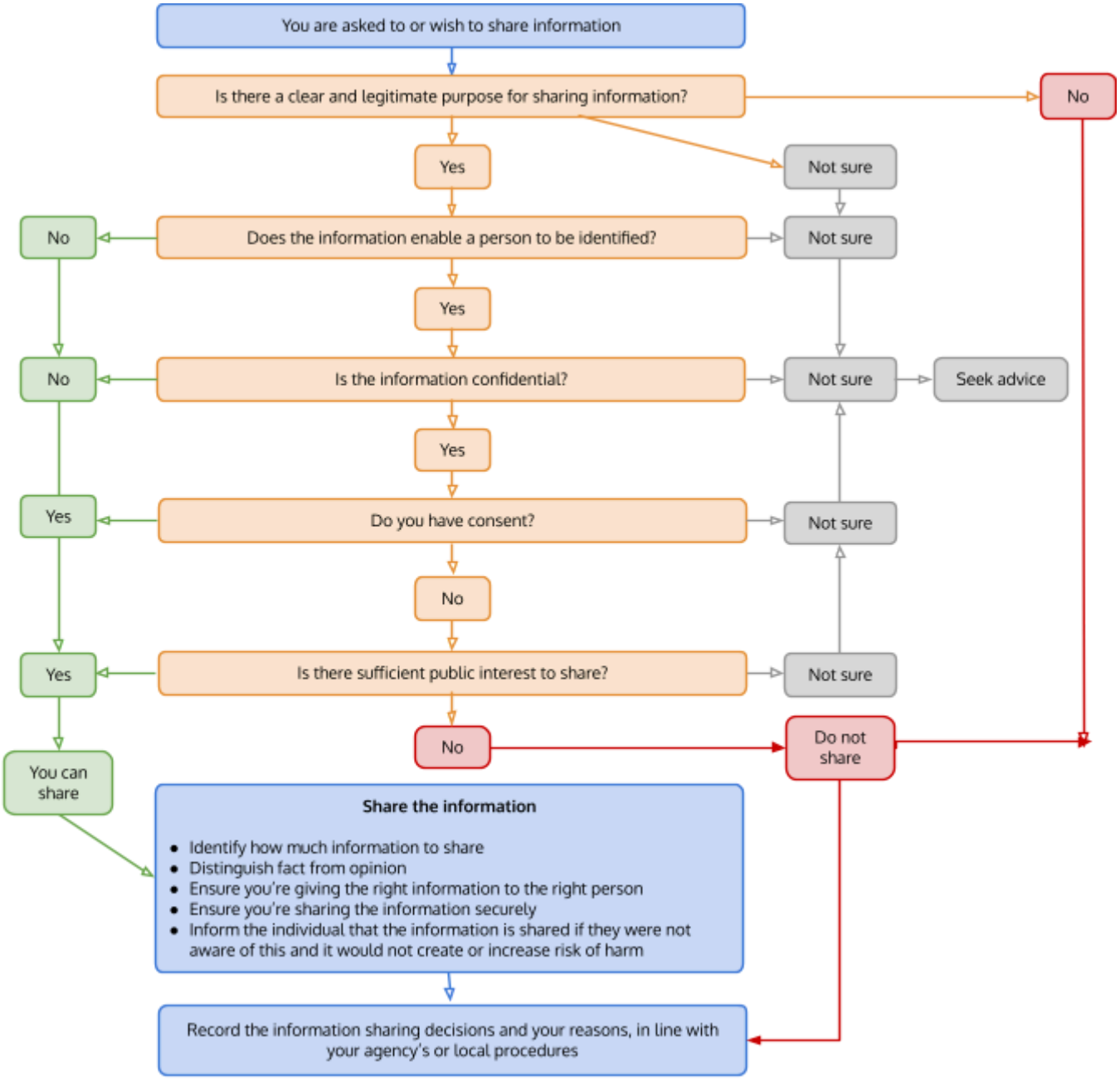
4. **Share with informed consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgment on the facts of the case.

5. **Consider safety and wellbeing**: Base your information sharing decisions on considerations of the safety and wellbeing of the person and others who may be affected by their actions.

6. **Necessary, proportionate, relevant, adequate, accurate, timely and secure**: Ensure that information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.

7. **Keep a record of your decision and the reasons for it** – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Flowchart of Key Questions for Information Sharing



Specific Safeguarding Issues

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 and colleges can be found on the TES, MindEd and the NSPCC websites.

School and college staff can access government guidance as required on the following issues via GOV.UK and other government websites:

- Abuse
- Bullying including cyberbullying
- Criminal exploitation of children and vulnerable adults county lines
- Children missing education
- Child missing from home or care
- Child sexual exploitation advice for practitioners
- Domestic abuse
- Drugs
- Fabricated or induced illness
- Faith based abuse
- Female genital mutilation
- Forced marriage
- Gangs and youth violence
- Gender based violence/violence against women and girls
- Hate
- Mental health
- Preventing radicalisation
- Protecting children from radicalisation
- Relationship abuse
- Sexual violence and sexual harassment between children in schools and colleges
- Sexting
- Trafficking

Receipt of a Child Protection File

Important: The receiving school must return this section to the issuing school.

Name of receiving school	

Issuing school name and address	

Childs name		Date of birth	

I confirm receipt of the child protection files on the above student.

Name	

Job title	

Signature		Date	

What is Child Abuse?

The following definitions are taken from Working Together to Safeguard Children HM Government (2023). In addition to these definitions, it should be understood that children can also be abused by honour-based violence, forced marriage or FGM.

What is abuse and neglect?

Abuse and neglect are forms 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 a stranger. They may be abused by an adult or adults, or another child or children.

Physical abuse

Physical abuse 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 verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation 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, causing or inciting a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, such as acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration), and non-penetrative acts such as masturbation, kissing, rubbing, and touching over clothing. Sexual abuse may also include noncontact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online as well as offline, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not.

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, for

example, 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of Abuse

Neglect

The nature of neglect

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors. Far more children are registered to the category of neglect on Child Protection Plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect can include parents or carers failing to:

- Provide adequate food, clothing and shelter
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision or stimulation
- Ensure access to appropriate medical care or treatment.

NSPCC research has highlighted the following examples of the neglect of children under the age of 12:

- Frequently going hungry
- Frequently having to go to school in dirty clothes
- Regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- Being abandoned or deserted
- Living at home in dangerous physical conditions
- Not being taken to the doctor when ill
- Not receiving dental care

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.
Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if you're worried a child is being abused,* March 2015 – gov.uk) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the DSL.

Indicators of neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

Physical indicators of neglect:

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

Behavioural indicators of neglect:

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

Emotional Abuse

The nature of emotional abuse

Most harm is produced in *low warmth, high criticism* homes, not from single incidents. Emotional abuse is difficult to define, identify/recognise and/or prove. Emotional abuse is chronic and cumulative and has a long-term impact. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself. Children can be harmed by witnessing someone harming another person – as in domestic violence.

It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of emotional abuse

Developmental issues:

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes

Behaviour:

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation ("I'm stupid, ugly, worthless" etc.)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies

- Neurotic behaviour
- Arriving early at school, leaving late

Social issues:

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

Emotional responses:

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations ("I deserve this")
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Physical Abuse

The nature of physical abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries but accidental injuries normally occur on the *bony prominences* – e.g.shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map can assist in the clear recording and reporting of physical abuse; one can be found on CPOMS. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff.

Indicators of physical abuse / factors that should increase concern:

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g. fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g. electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches

In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- The explanation given does not match the injury
- The explanation uses words or phrases that do not match the vocabulary of the child (adult's words)
- No explanation is forthcoming
- The child (or the parent/carer) is secretive or evasive
- The injury is accompanied by allegations of abuse or assault

You should be concerned if the child or young person:

- Is reluctant to have parents/carers contacted
- Runs away or shows fear of going home
- Is aggressive towards themselves or others
- Flinches when approached or touched
- Is reluctant to undress to change clothing for sport
- Wears long sleeves during hot weather
- Is unnaturally compliant in the presence of parents/carers
- Has a fear of medical help or attention.
- Admits to a punishment that appears excessive

Sexual Abuse

The nature of sexual abuse

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g. relatives, family friends, neighbours, babysitters, people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

Characteristics of child sexual abuse:

- It is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic.
- Grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent.
- Grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives

Most people who sexually abuse children are men, but some women sexually abuse too.

Indicators of sexual abuse

Physical observations:

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations:

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity
- Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality
- Lack of concentration, restlessness, aimlessness

- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour
- Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism

Child Sexual Exploitation (CSE)

Sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour.

Children and young people who are being sexually exploited may:

- Go missing from home, care or education or regularly return home late
- Stay out overnight with no reasonable explanation
- Exclusion or unexplained absences from school
- Appear with unexplained gifts, possessions or money that can't be accounted for
- Reduce contact with family friends and other support networks
- Be secretive about their mobile 'phone or have more than one 'phone
- Be involved in controlling/abusive relationships, intimidated and fearful of certain people or situations
- Hang out with groups of older people, or antisocial groups, or with other vulnerable peers
- Associate with other young people involved in sexual exploitation or be seen in CSE hotspots
- Get involved in gangs, gang fights, gang membership
- Have much older boyfriends or girlfriends
- Get into cars with unknown adults
- Use drugs/alcohol
- Have poor self-image, eating disorders or self-harm
- Display inappropriate sexualised behaviour, such as over-familiarity with strangers, dressing in a sexualised manner or sending sexualised images by 'phone (sexting)
- Experience health problems that may indicate sexually transmitted infections
- Spend time at places of concern, such as hotels or known brothels
- Not know where they are, because they have been moved around the country
- Be involved in petty crime such as shoplifting
- Have unexplained physical injuries, for example bruising or cigarette burns
- Have a changed physical appearance, for example lost weight

Child Criminal Exploitation/County Lines

A young person's involvement in county lines activity often leaves signs. A young person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs. Any sudden changes in a young person's lifestyle should be discussed with them. Some indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- Frequent missing episodes and been found out of area

- Found with large quantities of drugs or weapons
- Found with drugs inside rectum or vagina
- Unexplained amounts of money, mobiles, credit, clothing, jewellery, new hair cut or other items/gifts
- Returned from missing episodes with injuries, or dishevelled
- Change in behaviour; more secretive/withdrawn/isolated from peers or not mixing with usual friends
- Unexplained absences from, or not engaged in school/college/training/work
- Increasingly disruptive, hostile or physically aggressive at home or school Including use of sexualised language and language in relation to drug dealing and/or violence
- Expressions around invincibility or not caring about what happens to them
- Increased interest in making money
- Reports being taken to parties, people's houses, unknown areas, hotels, nightclubs, takeaways or out of area by unknown adults
- Increasing use of drugs or alcohol
- Fear of reprisal from "gang" members or violence from young people or adults
- Having multiple mobile 'phones, SIM cards or use of a 'phone that causes concern - multiple callers or more texts/pings than usual
- Possession of hotel keys/cards or keys to unknown premises
- Disclosure of sexual/physical assault followed by withdrawal of allegation
- Abduction or forced imprisonment
- Entering or leaving vehicles cars with unknown adults
- Receiving rewards of money or goods for introducing peers
- Self-harm or significant changes in emotional well-being
- Agencies unable to engage
- New peer groups and/or relationships
- Relationships with controlling/older individuals or groups
- Parental concerns
- Repeated STIs and/or pregnancy
- Increase referrals to agencies for other known peers
- Multiple referrals for incidents in the same location

Female Genital Mutilation (FGM)

A girl at immediate risk of FGM may not know what's going to happen but she might talk about or you may become aware of:

- Her being withdrawn from PSHE lessons
- Being taken on a long holiday abroad or going 'home' to visit family
- A relative or cutter visiting from abroad
- A special occasion or ceremony to 'become a woman' or get ready for marriage
- A female relative being cut – a sister, cousin, or an older female relative such as a mother or aunt

A girl who's had FGM may:

- Have difficulty walking, standing or sitting
- Spend longer in the bathroom or toilet
- Have frequent urinary, bladder, menstrual or stomach problems
- Avoid physical exercise or ask to be excused from PE lessons without a GP's letter
- Have increased emotional or psychological needs, for example, appearing withdrawn, anxious or depressed
- Have unusual behaviour after a prolonged or repeated absence from school or college
- Be particularly reluctant to undergo normal medical examinations
- Ask for help, but may not be explicit about the problem due to embarrassment or fear.

Indicators of Vulnerability to Radicalisation

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

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

The promotion or advancement of an ideology based on violence, hatred, or intolerance that aims to destroy fundamental rights and freedoms.

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
- Foster hatred, which might lead to community violence in the UK.

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.

Pupils 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.

Indicators of vulnerability include:

- Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society
- Personal Crisis – the student/pupil 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/pupil'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/pupil 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 Needs – the student/pupil may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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.

Warning signs of radicalisation:

- Becoming argumentative and unwilling to listen to other people's points of view. Refusal to engage with or becoming abusive to peers who are different to themselves, perhaps on the basis of race, religion, gender or sexuality. Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance: young people may distance themselves from friends, both online and offline, convert to a new religion, significantly change their appearance or clothing, and reject activities they used to enjoy
- A change of online identity, including own social media name or profile image. This may include two parallel online profiles – one being the 'normal' or old self, and the other being an extremist identity, often with another name. Spending excessive amounts of time online or on the phone, and being secretive and reluctant to discuss activities and/or whereabouts.

More critical risk factors could include:

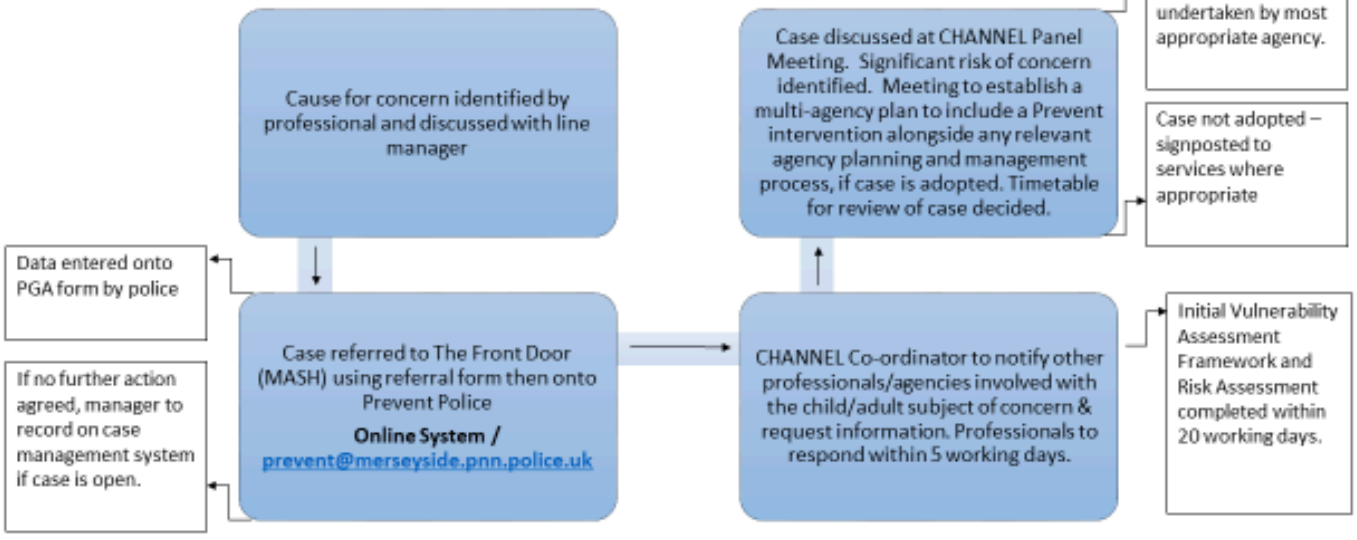
- Expressing sympathy for extremist ideologies and groups
- Accessing violent extremist websites, especially those with a social networking element such as Facebook and X (formerly Twitter)
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Being in contact with extremist recruiters
- Joining or seeking to join extremist organisations
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Name											
Date of Safety Plan											
Safeguarding Issue Identified	**Possible Impact**	**Current Management Issues**	**Level of Risk** Assessment of risk with current control measures in place			**Additional Safeguarding Solutions**	**New Level of Risk** Assessment of residual risk with all control measures in place.			**Target Date**	**Review Date**
			Likilihood (probability)	Impact (Severity)	Current Risk Rating		Likilihood (probability)	Impact (Severity)	Current Risk Rating		

Likelihood				
	High	3	6	9
	Medium	2	4	6
	Low	1	2	3
		Low	Medium	High
		Impact		

Signed _____

Knowsley Prevent Referral Pathway for Vulnerable Adults and Children



Official-sensitive

Vulnerable Children Meeting

A Multi Agency meeting to ensure a comprehensive, partnership review of children who are identified as showing early signs of becoming involved in concerning behaviour that are NOT open to services. This meeting is designed to discuss those children (and siblings if relevant) that professionals are worried about, who may be involved in anti-social behaviour or showing signs that their behaviour is starting to escalate into something more serious or potentially placing them at risk.

Thank you for referring into the Vulnerable Children Meeting. Please complete the referral form below.

Please return this form to safercommunities@knowsley.gov.uk

Referrer's Details

Name of referrer	
Email	
Telephone	
Address	

Who are you referring?

Child's Name	
Child's DOB	
Parent/Carer Name	

Home address

Telephone

What are you worried about for this child?

Have you reported this to any other agency or person? E.g. Police, Housing Association, local councillor?

Is there any further information you would wish to share to assist the meeting?

Are you aware of any other services that are supporting this child? If yes can you provide details below?

REFERRAL PROCESS
By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team & Prevent policing team for a joint assessment. Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection & other case sensitivities. **Once you have completed this form, please email it to: prevent@merseyside.pnn.police.uk** **If you have any questions whilst filling in the form, please call 0151 777 8506 (Merseyside Prevent Team)**

INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS	
Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Approx. Age (if DoB unknown):	Please Enter
Gender:	Please Describe
Known Address(es):	Identify which address is the Individual's current residence
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	Immigration status? Refugee status? Asylum claimant? Please describe.
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant.

DESCRIBE CONCERNS	In as much detail as possible, please describe the specific concern(s) relevant to Prevent.
Please Describe	

FOR EXAMPLE:

- **How / why did the Individual come to your organisation's notice in this instance?**
- **Does it involve a specific event? What happened? Is it a combination of factors? Describe them.**
- **Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?**
- **Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?**
- **Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?**
- **Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?**
- **Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider *any* extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.**
- **Please describe any other concerns you may have that are not mentioned here.**

COMPLEX NEEDS	Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?
Please Describe	

FOR EXAMPLE:

- Victim of crime, abuse or bullying.
- Work, financial or housing problems.
- Citizenship, asylum or immigration issues.
- Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.
- On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency.
- Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.
- Educational issues, developmental or behavioural difficulties, mental ill health (see Safeguarding Considerations below).
- Please describe any other need or potential vulnerability you think may be present but which is not mentioned here.

OTHER INFORMATION	Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..
Please Describe	

REFERRER'S ORGANISATIONAL PREVENT CONTACT (if different from above)	
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address

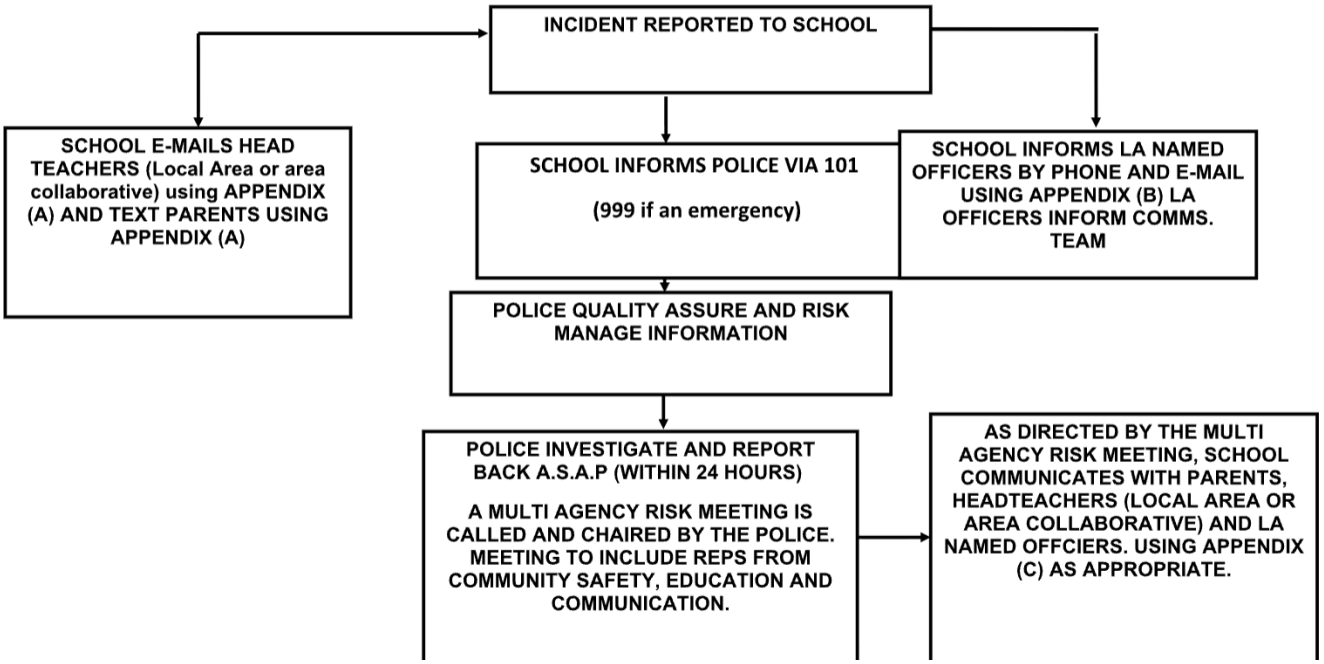
SAFEGUARDING CONSIDERATIONS	
Does the Individual have any stated or diagnosed disabilities, disorders or mental health issues?	Yes / No
Please describe, stating whether the concern has been diagnosed.	
Have you discussed this Individual with your organisations Safeguarding / Prevent lead?	Yes / No
What was the result of the discussion?	
Have you informed the Individual that you are making this referral?	Yes / No
What was the response?	
Have you taken any direct action with the Individual since receiving this information?	Yes / No
What was the action & the result?	
Have you discussed your concerns around the Individual with any other agencies?	Yes / No
What was the result of the discussion?	

INDIVIDUAL'S EMPLOYMENT / EDUCATION DETAILS	
Current Occupation & Employer:	Current Occupation(s) & Employer(s)
Previous Occupation(s) & Employer(s):	Previous Occupation(s) & Employer(s)
Current School / College / University:	Current Educational Establishment(s)
Previous School / College / University:	Previous Educational Establishment(s)

RELEVANT DATES	
Date the concern first came to light:	When were the concerns first identified?
Date referral made to Prevent:	Date this form was completed & sent off?

PREVENT REFERRAL FORM V 3.1

REPORTING A STRANGER DANGER: FLOW CHART



STRANGER DANGER

EMAIL TO HEADTEACHERS

(LOCAL AREA OR AREA COLLABORATIVE)

STRANGER DANGER ALERT

We have had a report of an alleged "stranger danger" incident this morning / afternoon.

Following the approved Knowsley Flow Chart, we have notified the Police and they are investigating. You may wish to remind children of safety messages relating to stranger danger in school today.

TEXT MESSAGE TO PARENTS / CARERS

"There has been a report of an alleged 'stranger danger' incident in the local community. Police have been informed and children are being reminded of safety messages in school today. Please remain vigilant."

STRANGER DANGER REPORT

Name of reporting establishment		**Date the allegation was made**	
Name of person reporting		**Role**	
Contact Tel N°		**Time of incident**	
Date of incident		**Location of incident**	
Date reported to police		**Time reported to the police**	
Incident number (if known)			
Brief description of incident			

Please email completed form to: chris.price@knowsley.gov.uk
vicki.clements@knowsley.gov.uk
schoolsafeguarding@knowsley.gov.uk

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STRANGER DANGER

EMAIL TO HEADTEACHERS

(LOCAL AREA OR AREA COLLABORATIVE)

Following my email of date,

a) the Police have investigated the incident and advise that no further action is needed.

Or

b) the Police have investigated the incident and recommend that you send the following communication to parents – (to be advised as required.)

Stranger Danger Alert

MULTI-AGENCY RISK MEETING

Standard Agenda

1. Introductions and apologies
2. Police information updates
3. Other agency information updates
4. Use the National Intelligence Model to establish what actions are required to prevent any potential harm to children e.g:
    - Police and other agency intelligence/information gathering activity.
    - Police and other agency disruption activity e.g. Police or other agency visibility outside schools at key times as applicable.
    - Establish need and type of communications with parents, children, schools, media and other agencies in order to ensure the prevention of harm and provide reassurance to the public.
5. Date and time of next meeting as applicable.

Useful Contacts

Key Personnel	Name	Telephone Number
DSL(s)	Miss Lynne Jackson Mrs Nicki Harper Mr Brian Bradley Mr Ed Cassidy	0151 477 8751 / 07557 258851 ljackson@allsaintschs.org.uk 0151 477 8751 / 07553 903172 nharper@allsaintschs.org.uk 0151 477 8740 / 07557 260015 bbradley@allsaintschs.org.uk 0151 477 8753 ecassidy@allsaintschs.org.uk
Named Link Governor for Safeguarding	Mr John Ashcroft	Please contact through All Saints' switchboard 0151 477 8740
Chair of Governors	Mr John Thornhill	Please contact through All Saints' switchboard 0151 477 8740 jthornhill@allsaintschs.org.uk
MASH Education Officer	Gill Brentley	0151 443 3519 07557 849421 gill.brentley@knowsley.gov.uk
Knowsley MASH	First point of contact for the Early Help Team, Family First and Children's Social Care	0151 443 2600
Out of Hours Social Care	Emergency Duty Team	0151 443 2600
Local Authority Education Safeguarding Officer	Vicki Clements	0151 443 2969 07927 756803 vicki.clements@knowsley.gov.uk
Local Authority Designated Officer (LADO)	Diane Kitcher Julie Ross	0151 443 3928 LADOinbox@knowsley.gov.uk or via MASH on 0151 443 2600
Shield Team	Chloe Vose	0151 443 5025 07810 053551 chloe.vose@knowsley.gov.uk

School Attendance Service Children Missing Education	Phil McCalliog	0151 443 5118 07799 347820 phil.mccalliog@knowsley.gov.uk
Knowsley Early Team (Kirkby)	Sarah Lippa	07775 221911 sarah.lippa@knowsley.gov.uk
Knowsley School Nursing Team	Health and well-being support for 5-19 year olds	Monday – Friday 9.00am – 5.00pm 0151 514 2666
Safer Schools Police Officer	PC Jane McGuirk	All day on Mondays and Tuesdays 0151 477 8740 Ext 2013
Merseyside Prevent Team	Concerns about young people being radicalised	0151 777 8506 prevent@merseyside.pnn.police.uk
NSPCC Helpline	Help for adults concerned about a child	0808 800 5000 help@nspcc.org.uk
Childline	Help for children and young people	0800 1111