

Safeguarding and Child Protection Policy



| | |
|--|--|
| Document Title: | Safeguarding & Child Protection Policy |
| Date of ratification by Governors: | 26/09/2023 |
| Author: | SLT |
| Contributors: | St Helen's Local Authority |
| Version: | 1 |
| Date of Production: | September 2023 |
| Review date: | September 2024 |
| Amendment details (if applicable) | |
| Review period | 12 months |
| Post holder responsible for revision: | DSL |
| Primary Circulation List: | All staff, board members, school governors |
| Published on website | Yes |
| Related Policies: | All |

1. **INTRODUCTION & LEGISLATION**
 - Statutory guidance
 - Equality Statement
 - LGBT+ pupils
 - Human rights legislation
2. **THE PURPOSE OF A SAFEGUARDING & CHILD PROTECTION POLICY**
 - Prevention
 - Protection
 - Support
 - Our school commitment
3. **FRAMEWORK**
4. **ROLES & RESPONSIBILITIES**
 - DSL & DDSL
 - Role of SLT
 - Role of Governor Body
 - Role of safeguarding named Governor
5. **TRAINING & SUPPORT**
6. **ATTENDANCE at CHILD PROTECTION MEETINGS**
7. **INFORMATION SHARING**
8. **PROFESSIONAL CONFIDENTIALITY**
9. **RECORD KEEPING**
10. **RECOGNISING ABUSE and TAKING ACTION**
 - If a child makes a disclosure
11. **PROCEDURES TO FOLLOW A CONCERN**
 - Suffering or likely to suffer harm
 - Referrals
12. **SINGLE CENTRAL RECORD & RECRUITMENT**
 - Applications
 - Checks
 - Induction
13. **SUPPORTING PUPILS AT RISK**
 - Looked after Children and private fostering.
14. **WHISTLEBLOWING**
 - Low-level concerns
 - Role of LADO
15. **PROCEDURES TO FOLLOW A CONCERN – NOT WORKING TOGETHER**
16. **MONITORING & EVALUATION OF SAFEGUARDING**

APPENDIX

1. Definitions of abuse
2. Early Help
3. Escalation & resolution
4. Child Missing from Education
5. Child on Child Abuse
6. Child sexual Exploitation & Child Criminal Exploitation
7. Domestic Abuse
8. Radicalisation & Extremism
9. Online Safety
10. FGM
11. Mental Health
12. Serious Violence
13. Forced Marriages

DIAGRAM

1. School & Multi Agency Contacts
2. St Helens process for reporting a concern

3. St Helens Description of need
4. PREVENT
5. FGM

1. INTRODUCTION AND LEGISLATION

Developing a Whole School Policy on Safeguarding Children

This document concerns the duties that Sutton Manor Community Primary School has to Safeguard and promote the welfare of children. It is informed by The Education Act (2002), which was implemented on 1 June 2004.

This policy should be read in conjunction with DFE publication:

'Keeping Children Safe in Education 2023',
'Working Together to Safeguard Children 2018'
'Children Missing in Education 2016'

This policy also takes into account and follows the PAN Merseyside Multi-Agency Child Exploitation Protocol.

Detailed information regarding safeguarding is available on the website <https://sthelenssafeguarding.org.uk/scp>

Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance

[Governance Handbook](#).

We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils, and those children who suffer or are likely to suffer harm.
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques. This record includes all staff, supply staff, regular volunteers.
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children

- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)
- [Data protection Act 2018: General Data protection regulations GDPR 2018](#)
- [Voyeurism Offences Act 2019](#)
- [Children and Social work Act 2017](#)
- [Children and families Act 2014](#)

Equality statement

The guidance sets out the significance of the Equality Act 2010 to school safeguarding, including that schools and colleges:

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognizing or disclosing it. We are committed to anti-discriminatory practice and recognize children's diverse circumstances. We must not unlawfully discriminate against pupils because of their protected characteristics. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN), disabilities or are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language.
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence.
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs.
- Are looked after or previously looked after children.

We must consider how we support pupils with protected characteristics. We must take positive action, where proportionate, to deal with the disadvantages these pupils face. For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment.

LGBTQ+ pupils

Guidance now emphasises the importance of providing LGBTQ+ children with a safe space for them to speak out or share their concerns with members of staff.

Human rights legislation

The updated guidance makes it clear that being subjected to harassment, violence and or abuse, may breach children's rights, as set out in the Human Rights Act.

2. THE PURPOSE OF A SAFEGUARDING & CHILD PROTECTION POLICY

Our whole school safeguarding & child protection policy is one that provides clear direction to all stakeholders, staff, parents, governors and visitors about our expectations and legal responsibility to safeguard and promote the welfare of all children in our school. This policy also makes explicit the school's commitment to the development of good practice and sound internal

school procedures. This ensures that safeguarding concerns and referrals may be handled sensitively, professionally and in ways, which support the needs of the child.

The aim of this policy is to safeguard and promote our pupil's welfare, safety, health and guidance by fostering an honest, open, caring and supportive culture. The pupil's welfare is of

paramount importance.

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- Maintain a culture where children feel safe and secure and are encouraged to talk and are listened to.
- Staff have a culture of "it could happen here"
- Ensure the children know there are adults in school who they can approach if they are worried or in difficulty. (Posters are in classes and around school)
- Issues are raised within PSHE, RSE curriculum which will equip children with skills they need to stay safe from abuse. We will ensure they understand how to be healthy, stay safe and feel safe, and what to do if they are not.
- Staff to continue to be aware of their statutory responsibilities with respect to safeguarding and report concerns however "minor."
- Staff are properly training in recognizing and reporting safeguarding issues

There are three main elements to our Safeguarding & Child Protection Policy.

Prevention:

Caring relationships with children, parents, carers and families will begin to be built on from Foundation Stage and are built on mutual trust and respect. Foundation stage staff carry out home visits to develop partnerships with parents and get to know the child on his/her known territory. (Foundation stage policy.) Staff throughout the school meet with parents on a regular basis to discuss concerns and parents are welcome at all other times to make an appointment if they need to speak to a member of staff.

Attendance is vital, schoolwork closely with the Education Welfare Officer and operates a first day contact system in the case of unexplained absence from school. The Education Welfare, Pastoral Lead or the Learning Mentor may visit the homes of children if there is a concern. (See the School Attendance Policy for all procedures used.)

Protection:

At Sutton Manor Community Primary School, we ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. There are identified key workers across school. Staff are trained at level two in safeguarding and are made aware of the need to be observant and to monitor the children in their care i.e., to notice changes in appearance and behaviour, patterns of absence etc. Staff are aware of the need to respond appropriately and sensitively to safeguarding concerns. The safeguarding flowchart and continuum of need is displayed in the **staff room, meeting room & in policies**. (See Diagram 2+3) All staff have access to a copy of the guidance material, Working Together to Safeguard Children.

Support:

Children have the opportunity throughout the day to talk to adults in school – teachers, midday supervisors, and TA's. School councillors regularly feedback the views of children in each year group to ensure that children feel that they have a voice and are listened to. Informal support is offered to parents / carers Information relating to community services is displayed on the parents' board. Adults who have been involved in any part of a safeguarding issue will be offered support and, if appropriate, support from outside agencies will be sought.

Our School commitment

'We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children and especially those at risk of, or suffering from abuse.'

Our school will therefore:

- Establish and maintain an ethos and culture where children feel secure and are encouraged to talk.
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities for PSHE & Citizenship which will equip children with the skills they need to stay safe from abuse, different forms of harassment and bullying. This will help children develop realistic attitudes and responsibilities for adult life particularly with regard to childcare and parenting skills.
- Sutton Manor Community Primary School has taken a cross curricula approach to learning Which is designed to link together critical elements in teaching and learning, curriculum and assessment.

This:

- is planned around the distinctive needs of our children
- is enquiry based to promote curiosity
- is outcomes driven to raise standards
- embeds the application of basic skills
- Integrates empowering learning through learning to learn skills which help to develop independent enquirers, team workers, resourceful thinkers, self-managers, effective participators.
- Ensure that wherever possible every effort will be made to establish effective working relationship with parents and colleagues from other agencies.

We provide regular staff training on safeguarding, anti-bullying and child protection through regular staff briefings, circulation of updates from the Safeguarding Partnership and any relevant training the DSL has attended. Our policy is most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding safeguarding, how to resolve problems, and where to seek support. We can invest in specialised skills to help staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGBT+) pupils.

All visitors are issued with a safeguarding leaflet on arrival at school.

3. FRAMEWORK

Schools do not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards children and families most at risk of social exclusion such as vulnerable and minority groups, LGBT or SEND.' (*Working Together to Safeguard Children 2018*).

Safeguarding is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Safeguarding Partnership.

The Safeguarding Partnership is made up of three representatives, health, children social care and the police. The Local Authority Safeguarding Partnership website contains:

- Definitions and indicators of abuse (Appendix 1)
- Procedures for safeguarding and multi-agency working including relevant contacts (Diagram 1)
- Advice on good practice and policy making
- Proformas' for referrals and record keeping
- Threshold levels and descriptors of need (Diagram 3)

Our Safeguarding Policy should be read in conjunction with other related policies in school

(This is not an exhaustive list)

Anti-bullying policy

Staff Code of Conduct

Whistle blowing Policy

Procedure for managing allegations against people who work with children and young people

Health and Safety policy

Positive mental Health and wellbeing

Positive relationships and Behaviour policy

Risk Assessment Policy

Child Sexual Exploitation / Child Criminal Exploitation

E safety Policy

Attendance policy

Recruitment and Selection policy

All health related policies:

Education & Health Care Plans

Administering Medicine

Diabetes Policy

Asthma Policy

Anaphylaxis Policy for Schools

Guidance for Safe Working Practice for Adults who work with Children and Young People

Summary handbook-what to do if you think a child is being abused.

All of the above policies are available to view on staff share. All policies are available to view by parents. Parents are regularly informed of this through school newsletters.

Students on placement in school are required to read and confirm that they too understand such procedures. Volunteers, extra-curricular club leaders are required to sign a school partnership agreement, which refers to Safeguarding procedures.

4. ROLES AND RESPONSIBILITIES

DSL & Deputies

All adults working with, or on behalf of, children have a responsibility to safeguard and promote the welfare of children. There are however key people within schools and the LA who have specific responsibilities under safeguarding procedures.

Safeguarding & Pastoral Lead is the designated safeguarding Lead (DSL)

Head Teacher & Deputy Head teacher are Deputy Designate Safeguarding Lead (DDSL)

The roles and responsibilities of the DSL is:

- To be fully conversant with the LA and school safeguarding procedures.
- To have a complete safeguarding picture and be able to advise individuals on concerns raised

- To provide all staff with advice in regard to safeguarding and maintain a mindset "it could happen here"
- To ensure that appropriate action is taken in school and that the correct procedures are followed in all cases of suspected / actual abuse
- To refer suspected cases as appropriate to relevant bodies
- To support staff in mandatory reporting in cases of suspected FGM
- To maintain a record of pupils in school who are on the child protection plans and keep this updated as notification is received.
- To liaise with the Education Welfare Officer, school nurse, other professionals as appropriate to ensure that these children are monitored.
- To maintain records within the school about those children whose safety and welfare are causing concern
- To attend / participate in child protection conferences, core group meetings, child in need meetings as appropriate or to ensure that another member of staff (who has a good knowledge of the circumstances) attends. In the rare occasion of no such person being able to attend, then to provide a report to conference from school.
- To inform the Children and Young People's Services Safeguarding Children unit in writing using the LA pro forma when a child on the CPR leaves the school and to inform the new school of the child's status on the register, transferring files wherever possible.
- To organise and monitor training / information as appropriate for all staff.
- To be trained personally at a single and multi-agency level and to undertake refresher training as necessary.
- To attend LA cluster meetings/trainings on a termly basis.
- To hold safeguarding induction sessions for new staff and volunteers working across school. To refresh volunteers and all staff on initiatives and developments as the need arises.
- To ensure that the curriculum offers opportunities for raising pupils awareness and for developing strategies for their protection.
- To ensure that staff are aware of how to avoid placing themselves at risk when dealing with pupils.
- ALL staff should be aware of the process of making referrals to children's social care. Section 17 CIN & Section 47 suffering harm or likely to suffer harm. Details are on safeguarding notice board. (Diagram 2)

The role of the Senior Leadership Team

It is recognised that as Safeguarding is a shared responsibility at multi agency level, so it is within school. The DSL will share decisions with the Senior Leadership Team. If the DSL are not available then a member of the SLT should be consulted about any concern. In the unlikely event of the senior management team being unavailable the Local Authority Adult and children's

Services Contact Centre should be contacted (01744 676767)

The role of the Governing Body

The Governing Body are aware of their role in overseeing the school's arrangement for safeguarding. They are aware of the expectations for them to remedy any deficiencies in safeguarding systems without delay. They will review all safeguarding structures annually. The Governing Body will nominate a named Governor to support the safeguarding systems at Sutton Manor Community Primary School. ***KCSIE 22 All newly appointed Governors should receive appropriate safeguarding and child protection training at induction, and then at regular intervals. Training should provide them with the knowledge to ensure their School's safeguarding policies and procedures are effective.***

The Role of the named Governor

The named Governor in school is **Lynsey Adamson** who:

- Supports the school in all areas of safeguarding children
- Supports the staff in ensuring child safety
- Fosters links between the Governing Body and the school
- Support the Governing Body in carrying out its statutory duties
- Inspects the Single Central Record each term
- Monitors and audits safeguarding and its effectiveness annually

The above will be met through:

- Discussions with staff and governors about how the school delivers the safeguarding agenda through curricular and extra-curricular activities, school policies and procedures.
- Such developments are included in termly head teacher reports and newsletters.
- Attending safeguarding training led by the school and external agencies: fully liaising with the named member of staff in school on a regular basis and providing feedback from such meetings for all governors.
- Monitoring reports from the DSL detailing numbers and type of incidents that recorded in school.
- Ensuring the Safeguarding & Whistleblowing policy is reviewed annually.
- Ensuring staff & governors receive relevant training
- Ensuring sufficient time and resources are allocated to allow th DSL to fulfil their responsibilities.
- Awareness of the importance of confidentiality
- Governors will not investigate concerns & allegations, or ask for information about individual's children or cases, act independently or create unnecessary work for staff.

5. TRAINING AND SUPPORT

Our school will ensure that the Head Teacher, the Designated Safeguarding Lead and the governing body attend training relevant to their role.

This will include training in procedures to follow, signs to note and appropriate record keeping. Sutton Manor Community Primary School recognises that it is extremely important that all staff, whether paid or unpaid, have access to appropriate training in order that they are able to react appropriately if an incident should occur.

Refresher training will be available annually for all staff, and bi-annually for designated staff (DSL). The demands and difficulties associated with working in this very sensitive area is not ignored, and staff receive training and appropriate support to help them to safeguard and promote the welfare of the children and young people with whom they work. For audit purposes, all staff sign to say that they have received training and that they have read and understood at least Part 1 of KCSIE.

All staff are trained to recognise and respond to situations where a child may be considered to be at risk. The Head Teacher, Deputy Head teacher and DSL are the nominated staff who are on the Senior Management Team and who are responsible for the implementation of appropriate procedures. They are part of the network co-ordinated by the Safeguarding Partnership. These staff members have appropriate time and resources made available to them to enable them to fulfil their duties in this very sensitive area.

Staff will be informed of any changes to current safeguarding issues through staff meetings. Any new governors to the school will automatically be asked to complete training in safeguarding as part of their induction to the role.

The Local Safeguarding Partnership provides an annual training program and Calendar.

www.sthelensscb.org.uk

Safeguarding is an agenda item for each Key Stage meeting and each SLT meeting. Staff are informed through staff meeting of any updates, changes to policy and refresher updates are regularly held.

Staff are signposted to external agencies that may offer support such as, The safeguarding Partnership, NSPCC, Childline, CEOP. Prevent etc.

Sutton Manor Community Primary School recognizes the need to keep parents informed of Safeguarding Policies and Procedures. The school Safeguarding Policy is shared with all parents through the school website.

6. ATTENDANCE AT CHILD PROTECTION MEETINGS

Case conferences are important meetings when professionals meet to share information formally. Professionals engaged with the family are invited as are the family. The DSL would attend these meetings and would provide a written report detailing their:

- Involvement with the child and family
- Knowledge of the child's development needs
- Assessment of the capability of the parents to meet the needs of their child within their family and environmental context.

All reports should distinguish between fact, observation, allegation and opinion. When information is provided from another source it should be made clear. Where meetings are being held to make decisions about more than one child in a family there should be a report prepared on each child.

7. INFORMATION SHARING

Our school recognises that information sharing is key to the Government's goal of delivering better more efficient services that are coordinated around the needs of the individual. We are aware that it is essential to enable early intervention and preventative work, for safeguarding and promoting welfare and for wider public protection. School recognises the GDPR, however sharing information to safeguard children overrides these regulations.

There are seven 'golden rules' for information sharing observed at Sutton Manor Community Primary School.

- It should be remembered the GDPR 2018 is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
- We must be open and honest with the person, and or 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.
- We will seek advice if we are in any doubt, without disclosing the identity of the person where possible.
- We will seek consent before sharing information where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. We will share information without consent if, in our judgement, a lack of consent can be overridden in the public interest. We will base our judgements on the facts of the case and will record our rationale for such decisions clearly.
- We will base our information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
- We will ensure that the information that is shared is necessary for the purpose for which it is being shared, and only shared with those people who need to have it, is accurate and up to date, is shared in a timely fashion and is shared securely.

- We will keep records of all our decisions and the reasons for it, whether it is to share information or not. If we decide to share information, a record of what was shared, with whom and for what purpose will also be recorded.

8. PROFESSIONAL CONFIDENTIALITY

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of safeguarding. The only purpose of confidentiality in this respect is to benefit the child.

Confidentiality is respected through:

- The storage of child protection records on CPOMS and on school system.
- Ensuring information exchanged between professionals in school or agencies is kept between those directly involved with the child/family.
- Ensuring that if a child transfers schools, confidential records will be passed on in a timely manner. In the event of the new school being unknown, CP case and records will be returned to the Children's Safeguarding Unit.

It must be remembered however that the child's welfare is paramount and takes precedence overall other considerations. If a child is deemed to be at risk of significant harm, then referrals to Children's Social care must be made. In the case of disclosure of abuse, staff are advised never to promise a child that they will keep it a secret as this may well inhibit action being taken which would be in the child's best interest.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, must always however, have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child. The safety and welfare of that child necessitates that the information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

9. RECORDS AND MONITORING

Well-kept records are essential to good child protection practice. Our school uses the CPOMS online tool for recording all safeguarding concerns and incidents. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

Staff have access to CPOMS, a safeguarding cause for concern form can be completed to detail the nature of concern if staff cannot get access. CPOMS is the first point of recording and the alerts the DSL, however if it is a serious concern staff can report this to DSL without uploading information (Verbally). The HT and DHT monitor and record any actions taken. Feedback is provided to staff. Each class teacher, SENCO, SENCO support and the Learning Mentor has a 'safeguarding chronology log' to record any concerns or log any positive interventions for children who are on the continuum of need. When external support/other professionals provide reports this is recorded in the log.

Blank Safeguarding/ Child Protection referral forms are stored in Safeguarding File in Head teacher's secure drive on the school system.

The CPOMS system has graduated user privileges, the head teacher and DSLs have full access, teachers and support staff have restricted access.

Any staff working with or alongside a child may complete a Signs of Safety form and inform the DSL. When there is a sufficient concern, a referral may be made through the Contact Centre by the DSL completing the request for service form.

If a child transfers or leaves school, the school should seek to engage with an identified member of staff, with whom concerns may be shared. Child Protection information is handed over and both sending and receiving parties sign to say it has been handed over successfully to the relevant person. Where a forwarding school uses the CPOMS system, transfers are made securely through this. Where a child is removed from roll to be educated at home, the file should be copied to the Local Education Authority.

A notification form should be forwarded to the Safeguarding Children Unit.

10. RECOGNISING ABUSE AND TAKING ACTION

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue. Please note – in this and subsequent sections, you should take any references to the DSL or deputy DSL.

The DSL will consider all the information they have received and will determine what action should be taken by the school. The DSL will make a referral to children's social care or the police immediately following the Level of framework if they believe the child is suffering or likely to suffer from harm, or in immediate danger. Anyone can make a referral, Information can be found in the staff room. Tell the DSL as soon as possible if you make a referral directly.

<https://www.gov.uk/report-child-abuse-to-local-council>

Advice will be sought if the DSL is unsure where the concerns sits on the Framework of need. Be mindful that children may not feel ready or know how to tell someone they are being abused.

If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen, stay calm and allow them time to talk freely and do not ask leading questions.
 - Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
 - Keep questions to a minimum, write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it.
 - Use the TED model
 1. Tell me about that
 2. Explain that to me.
 3. Describe that
 - Note any marks, bruises that you view.
 - Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
 - Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly, and tell the DSL as soon as possible that you have done so
- DO NOT**
- Investigate
 - Examine the child
 - Delay sharing information

- Take photos without advice from services
- Promise confidentiality.

11. PROCEDURES TO FOLLOW IF A MEMBER OF STAFF IS CONCERNED ABOUT THE WELFARE OR SAFETY OF A CHILD

Suffering or likely to suffer harm

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the procedures set out in the Safeguarding Partnership procedure. The Safeguarding Procedure is illustrated on a flow chart. These, and the continuum of children's needs, are displayed in the staff room, meeting room, the general office, the Head Teacher's office and the parent board in the entrance hall. (Diagram 3)

School recognises that it is good practice to inform parents of its decision to refer to social services as the referral is made, as relationships of mutual trust are part of the school ethos. Parental consent is required for most referrals unless it is of a child Protection nature or:

- Informing the parents may put the child at risk of serious harm
- Informing the parents may jeopardise children's social care/police enquiry

The DSL will follow procedures when they are notified of a concern about the welfare or safety of a child. The reason for any decision made needs to be clearly recorded.

Referrals

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Use of school sites by other organisations

There is new guidance on responding to allegations relating to incidents taking place when a third party organisation (or individual) is using the schools premises. In short the school's usual safeguarding procedures should be followed and appropriate referrals made

12. SINGLE CENTRAL RECORD & SAFER RECRUITMENT

Holding a single central record is a statutory requirement. This record includes all staff, supply staff, regular visiting staff such as peripatetic teachers and regular volunteers.

The record is in tabular form and includes

- Names and addresses and dates of birth
- Evidence that all teachers/supply staff have been checked against list 99 and DBS checks completed
- Evidence that all staff employed since March 2002, who have regular contact with children, have been DBS checked
- Evidence that volunteers, including Governors who have regular contact with children, have DBS checks

- The dates checks were carried out
- Evidence that all teachers have qualified teacher status
- Evidence of permission to work for those who are not nationals of a European Economic Area

Applications

Updated guidance clarifies that a curriculum vitae (CV) should only be accepted alongside a full application form and is not sufficient on its own to support safer recruitment.

Checks

Information has been added to highlight that schools should consider online searches as part of their due diligence checks on shortlisted candidates. It is good practice for schools to inform shortlisted candidates that online searches will/maybe carried out.

Induction

- Safeguarding & Child Protection policy
- Online safety policy
- Behaviour Policy
- Staff code of conduct
- Role of DSL and school procedures
- Whistleblowing policy
- KCSIE Part 1 given to staff

13. SUPPORTING PUPILS AT RISK

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. While at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

The school will endeavour to support pupils through.

- Behaviour Support
- Anti-Bullying
- Special Education Needs
- Sex and Relationships Education
- Referral to Pastoral Manager for 1:1 or group support
- Wellbeing sessions
- Referral to other external agencies.

We recognize that, statistically, children with behavioral difficulties, those from minority groups, LGBT+ groups or those with disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, mental health issues, children may also be vulnerable and in need of support or protection.

It is also important that Safeguarding is referenced across the curriculum to ensure risk assessment and safeguarding is embedded throughout all teaching and activities.

Children are identified for support through termly COMS meetings. All recorded and logged.

Looked after children & Private Fostering

The school will ensure that there is designated member of staff who will monitor academic progress, emotional wellbeing and safety of children who are looked after or previously looked after. The staff member will be aware of care orders and care arrangements. They will have carer and social care details. The designated staff will work with the virtual school and LA to ensure educational outcomes who are looked after are met.

All staff have an understanding that Looked after children & previous LAC children remain vulnerable and have been subjected to previous harm or abuse. The designated staff member will liaise with the virtual head to discuss how funding can be best used to support the pupils progress.

The Virtual school head has a non-statutory responsibility for oversight of the attendance, attainment and progress of children with a social worker. Virtual school heads should identify and engage with key professionals to help them understand the role they have in improving outcomes for children.

14. PROCEDURES TO FOLLOW IF AN ALLEGATION IS MADE AGAINST A MEMBER OF STAFF- Whistleblowing

Such allegations should be reported to the Head teacher, Deputy Head or DSL, for the Procedure for Managing Allegations against Staff. If the allegation is against the Head Teacher Or SLT then the member of staff should follow Whistleblowing procedures.

Staff members have access to a copy of the 'Procedure for managing allegations against people who work with children and young people'. It will help professionals understand the types of allegations that may be dealt with under these procedures. (See Local Safeguarding Children's Board website or staff room notice board) <https://sthelenssafeguarding.org.uk/scp>

Low level concerns

The head teacher should ultimately be informed of all low level concerns and make the final decision on how to respond. Where appropriate this can be done in consultation with the DSL. Guidance also clarifies that low level concerns which are shared about supply staff and contractors should be notified to their employers; and schools and colleges should consult with their LADO if unsure whether low-level concerns shared about a member of staff meet the harm threshold.

Role of the LADO

The LADO works within Children's Safeguarding Unit and should be alerted to all cases in which it is alleged that a person who works with children has:

- Behaved in a way that has harmed or may harm a child.
- Possibly committed a criminal offence against children or related to a child.
- Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children

The LADO role applies to paid, unpaid, volunteer, casual, agency and self-employed workers. They capture concerns, allegations or offences emanating from outside of work. The LADO is involved from the initial phase of the allegation through to the conclusion of the case. They will provide advice, guidance and help to determine whether the allegation sits within the scope of the procedures. The LADO helps co-ordinate information sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible. Contact detail can be found in Diagram 2. And Information is on staff notice board.

15. PROCEDURE TO FOLLOW IF THERE IS A CONCERN THAT PROFESSIONALS ARE NOT WORKING WELL TOGETHER

(See the St Helens Safeguarding Children's Partnership website, for the complete Escalation Procedure Document) If there is a concern that agencies are not working well together and as a result the child is not making good enough progress and is at risk, then the following procedures should be followed. In most cases the lead professional should be the first contact-if that is not resolved then contact their manager. In cases involving social care, initial discussion should be with the social worker and followed in writing with a copy being sent to the respective team manager and the Safeguarding Partnership Business Manager. If this does not resolve the problem then the team manager should be contacted by telephone and in writing.

If the issue remains unresolved the operational manager should be contacted. If the issue remains a concern the services manager should be contacted. Once a case has been escalated the respective social worker and/or manager should provide a written reply within seven working days to the professional who has initiated the procedure. A copy of all correspondence and outcomes should be sent to the Safeguarding Service Manager.

16. MONITORING AND EVALUATION OF SAFEGUARDING

All vulnerable children are identified on a matrix of vulnerability. The matrix is reviewed termly and the impact of interventions/support monitored. The Intervention manager and tracks progress of all vulnerable children in reading, writing and mathematics and reports trends in attainment of vulnerable groups to the Head teacher and Governing Body in an annual report.

Impact of safeguarding procedures, curriculum and pastoral support is measured through the use of surveys, which are completed, by children, stakeholders and parents on an annual basis. Strengths and areas for future action are identified. Results are shared with staff, children, parents and governors.

Section 175 is completed by the Local Safeguarding Partnership ever 2 years.

Appendix

1. Definitions of Abuse

- A. Physical Abuse: A form of abuse that may involve hitting, shaking, throwing, poisoning, burning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms or deliberately induces illness in a child.
- B. Emotional Abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It involves conveying to the child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunity to express their views, deliberately silencing them or making fun of what they say or communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capacity, as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- C. 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 & development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:
- Provide adequate food, clothing and shelter.
 - Protect a child from physical and emotional harm and danger
 - Ensure adequate supervision
 - Ensure access to appropriate medical care or treatment.
- D. Sexual Abuse: Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (rape or oral sex) or non-penetrative acts such as masturbation

2. Early help

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

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

- is disabled or has certain health conditions and has specific additional needs

- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, or
- is persistently absent from education, including persistent absences for part of the school day.

3. Escalation and resolution

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

Any concern can be raised in line with the Local authority children and young people safeguarding partnership's formal escalation policy to ensure a timely resolution.

4. Child Missing from Education or Persistent absence from school

'Children missing from education' are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education other than at school. Children missing or absent from education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming NEET (not in receipt of Education, employment or training).

Schools have a safeguarding duty in respect of their pupils and should investigate unauthorised absence.

When a child is deemed missing from education, schools must make reasonable enquires to establish the whereabouts of the child jointly with the local authority before deleting the pupils from the register.

Once these queries have been undertaken the local protocol for missing children should be followed.

5. Child on Child Abuse

- See Child on Child Abuse & Sexual Harassment policy for action to be taken.
- It is essential that all staff understand the importance of challenging inappropriate behaviours between children. Children can abuse other children. This was generally referred to as peer on peer, this is now referred to as Child-on-Child abuse and can take many forms.
- This can include (but is not limited to)
- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm

- Sexting and initiating/hazing type violence and rituals.
- Sexual violence such as rape, assault by penetration.
- Sexual harassment such as sexual comments, remarks, jokes or online.
- Sexual activity without consent.
- Consensual and non-consensual sharing of nude and semi nudes images and video's
- Upskirting:
- The Voyeurism (Offences) Act, which is commonly known as the upskirting Act, came into force on 12 April 2019. 'upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.
- If an incident occurs, our response will be to complete Child on Child toolkit this asks a series of questions about the context in which an incident of Child on child abuse occurred in the school, our local community and the wider physical and online environment. From this assessment appropriate support or referrals will be completed by the DSL. We will share the importance of explaining to children that the law is in place to protect rather than criminalise them.

6. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Child Criminal Exploitation

a. Child Criminal Exploitation CCE

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability

as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

b. Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship.

7. Domestic abuse:

Domestic abuse can encompass a wide range of behaviours or just a single incident. The guidance makes it clear that domestic abuse can be:

- psychological, physical, sexual, financial, or emotional
- can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.
- Operation Encompass

Our school is part of Operation Encompass.

Operation Encompass is a national police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Violence and Abuse and which is in place in every police force in England and Wales.

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

Operation Encompass means that the police will share information with our school about **all** police attended Domestic Abuse incidents which involve any of our children PRIOR to the start of the next school day.

Once a Key Adult Miss Dykes and deputy Mr Bonney have attended either an Operation Encompass briefing or completed the online Operation Encompass Key Adult training, they will cascade the principles of Operation Encompass to all other school staff and Governors.

Our DSL Miss Dykes retook training on 11.07.23.

Our DDSL Mrs Bonney undertook training on 09.09.22.

Our Safeguarding Governor undertook training on XXXX (date including year)

We share with our parents that we are an Operation Encompass school.

The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

As a team we have discussed how we can support our children who are experiencing Domestic Violence and Abuse on a day-to-day basis and particularly following the Operation Encompass notification. We have used the Operation Encompass Handbooks to inform our thinking.

We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk. The Head Teacher will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports.

We have used the Operation Encompass Key Adult Responsibilities checklist to ensure that all appropriate actions have been taken by the school.

8. Radicalisation & Extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Inform the DSL or deputy as soon as practically possible after the referral. Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

All information is on staff notice board and Diagram 4

9. Online safety

Additions to the guidance state that governing bodies and proprietors should regularly review the effectiveness of school filters and monitoring systems. They should ensure that the DSL & leadership team and relevant staff are:

- Aware of and understand the systems in place
- manage them effectively
- know how to escalate concerns when identified.

Schools and colleges should use communications with parents and carers to reinforce the importance of children being safe online. Schools should share information with parents/carers about:

- What systems they have in place to filter and monitor online use
- What they are asking children to do online, including the sites they will be asked to access
- Who from the school or college (if anyone) their child is going to be interacting with online.

Online bullying by pupils via texts and emails will be treated as serious incidents and will be managed

through our Anti bullying policy

There are clear procedures in place for children with mobile phones that are brought to school

Filtering & monitoring online activity

All staff should know where to report and record concerns re IT – Report to DSL

Report an incident of a learner accessing something unsuitable or harmful. Don't assume it will be picked up by the filtering system – Report it.

Report if you have accessed something unsuitable on a school item

DSL will have a clear understanding of the filtering system in place

10. FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Any staff who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

Flow chart in staff room Diagram 5

11. Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

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

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

12. Serious violence

All staff should be aware of 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 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.

13. Forced Marriages

The Marriage and civil Partnership Act 2004 came into force in Feb 2005. States it is a crime to carry out any

conduct with the purpose of causing a child to marry before their 18th birthday.

A forced marriage is a marriage in which one or both spouses do not or, (in the case of some adults with

learning or physical disabilities), cannot consent to the marriage but are coerced into it. Duress can

include physical, psychological, financial, sexual and emotional pressure. Research indicates that

hundreds of people in the UK (particularly girls and young women) and some as young as 7 years old

are forced into marriage each year.

- **If the school suspects that a pupil is at risk from forced marriages, advice will be taken from The Forced**
- **Marriage Unit [FMU] and if necessary the police will be informed.**

Diagram 1 – School & Multi Agency contact

| Role /Agency | Name | Contact details |
|--------------------------------|-----------------------------|--|
| Designate Safeguarding Lead | Lisa Dykes | 01744 678700 / 07541207280 Lisa.dykes@sthelens.org.uk |
| Deputy Safeguarding Lead | Ian Bonney | 01744 678700 ian.bonney@sthelens.org.uk |
| Deputy Safeguarding Lead | Andrew Marlow | 01744 678700 Andrew.marlow@sthelens.org.uk |
| Chair of Governors | Ernie Benbow | Ernest.benbow |
| Safeguarding Governor | Lyndsay Adamson | Lyndsay.adamson@sthelens.org.uk |
| Education Safeguarding LA | Donna Cullan | Donnacullen@sthelens.gov.uk |
| Virtual Head LA LAC | Heather Addison | 01744673176 / 07584262345 Heatheraddison@sthelens.gov.uk |
| EWO | Lorraine Garton | Lorrainegarton@sthelens.gov.uk |
| St Helens MASH Team | | 01744 676600 |
| LADO | | 01744 671265 |
| Early Help Partnership Manager | Andrea Holker Kim Mooney | 01744 671788 Andreholker@sthelens.gov.uk Kimberleymooney@sthelens.gov.uk |
| PREVENT officer | Georgia Lee | 01744 677990 07920710809 georgiale@sthelens.gov.uk |
| CHANNEL | | 01517778328 |
| NSPCC helpline | | 08088005000 |

Diagram 2

St. Helens process for reporting concerns about children (Under 18)

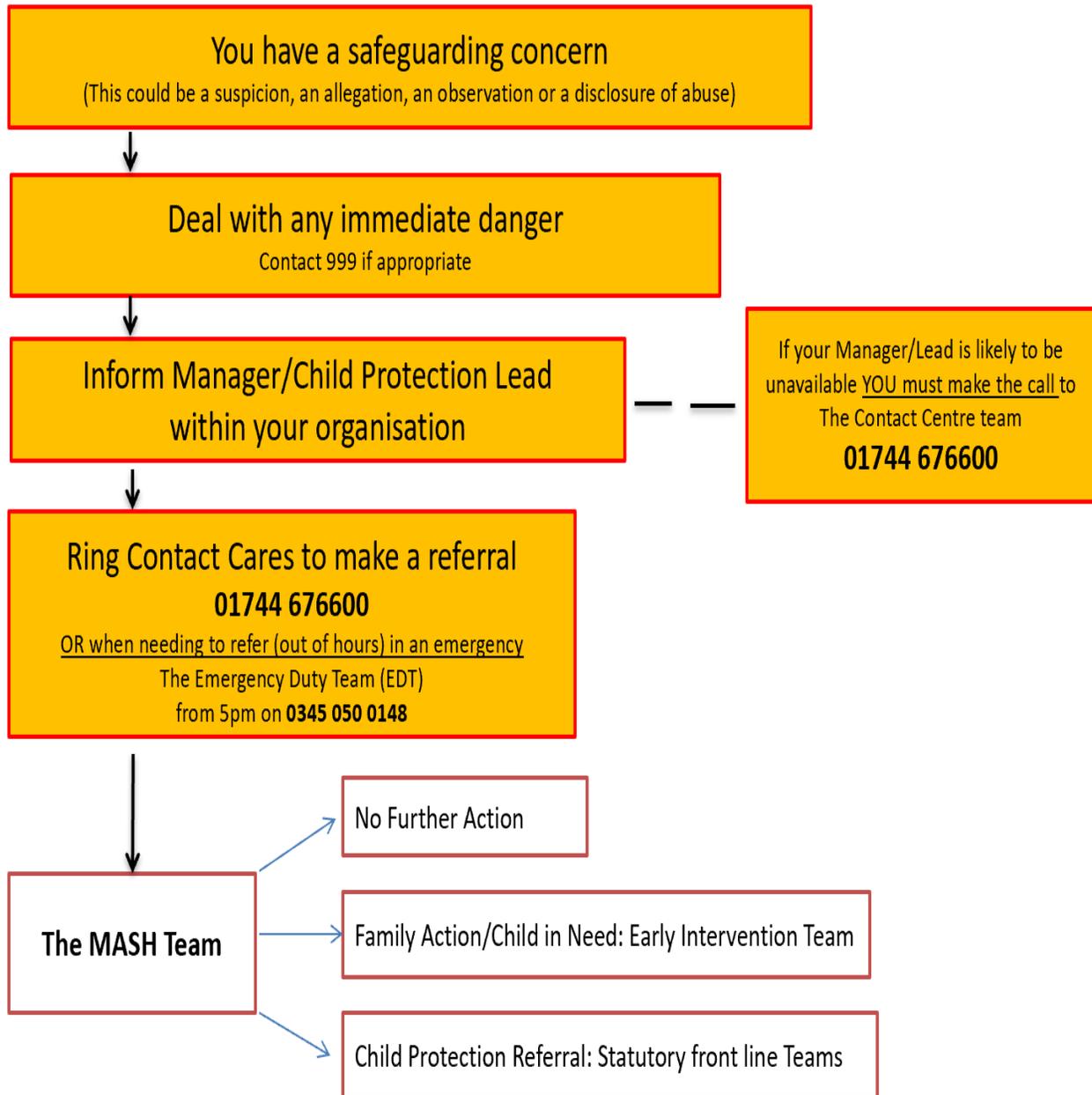


Diagram 3

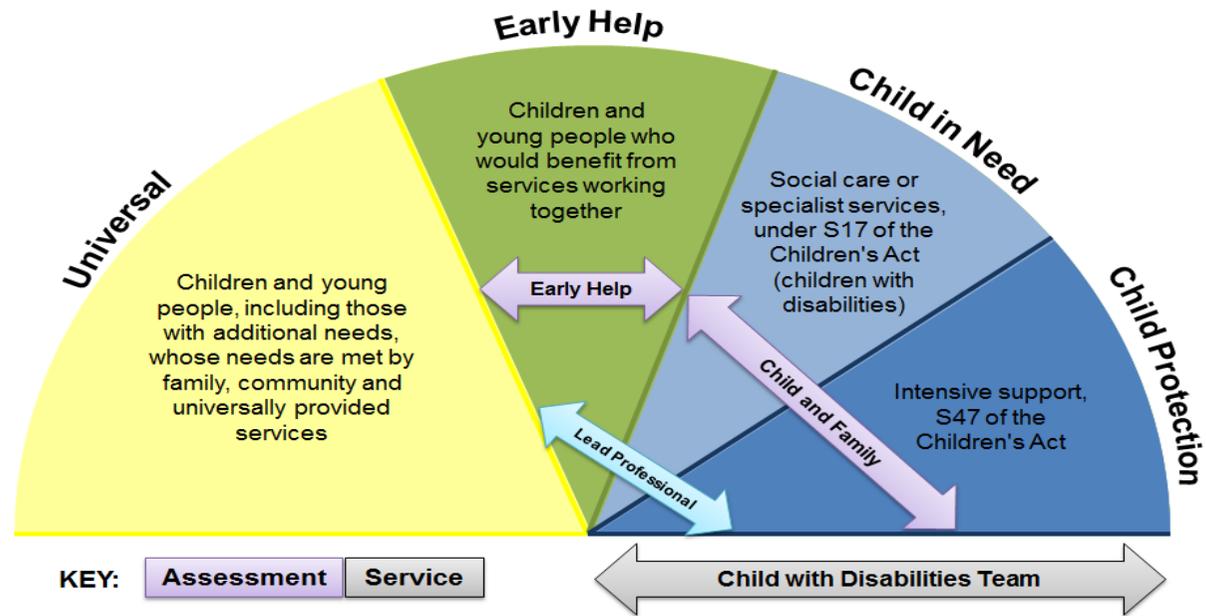
The St Helens Descriptions of Need

All agencies in St Helens operate within the St Helens Descriptions of Need levels for delivery of services. St Helens Description of Need identifies 4 levels for delivery of services. For a visual representation of these levels and guidance, please see the full document found on the SCP Website and St Helens Council Website. The St Helens Description of Need will be included in the Early Help Toolkit.

Most services to children and families will be delivered within Levels 1 and 2 of the St Helens Descriptions of Need by single agency involvements. When an individual agency identifies needs that cannot be met by their service alone consent to refer to an appropriate service should be obtained from parents or carers. In most cases, service provision will still fall within Level 2 on the St Helens Descriptions of Need. Interventions with families under the Think Family Procedure will be at Levels 2 and 3 of the St Helens Descriptions of Need.

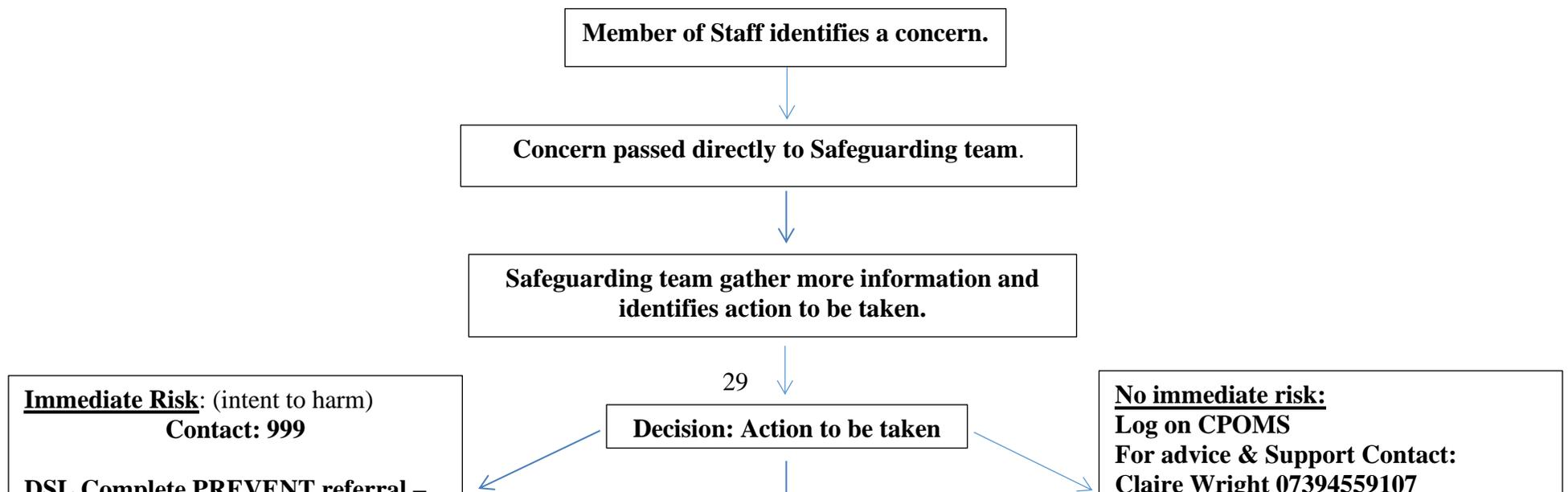
Child Protection issues emerging at Level 4 of the St Helens Descriptions of Need will be assessed and led by Social Care and will be managed within the Child Protection Procedure.

The St Helens Description of Need and process triggers



**Diagram 4
PREVENT Referral Guide**

It is important for you as a member of staff to know where to go if you have a concern re radicalisation:



No Action to be taken
No evidence of extremism
identified.

Log on CPOMS
Parents to be informed.
support offered.

Diagram 5

FGM CONCERN FLOW CHART

