

If a child is in immediate danger the Police should be called on 999

SAFEGUARDING STATEMENT

Newlands Hey School recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where all our children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities.

LEGAL FRAMEWORK

This policy guidance has been developed with due regard to **'Keeping Children Safe in Education'** (September 2018) along with **'Working Together to Safeguard Children'** (July 2018) provide a legal framework that all schools must adhere to promote the safety of all pupils. The policy supports the aims of the legal duty to safeguard and promote the welfare of children as described in section 157 of the Education Act 2002 and all related statutory guidance.

There is a legal duty to inform placed on all staff if they suspect a young person is being or at risk of abuse. The new legal framework also places a duty on school staff that reaches beyond the school gates and they have a duty to inform of any abuse they suspect occurring beyond the school building.

Part 1 of KCSIE (2018) has added new criteria for abuse that includes County Lines grooming by gangs. Annex A 'Children missing from Education' (2018)

'Guidance for Safer Working Practice for those who work with children in education settings' (October 2015).

REMIT AND SCOPE

This policy applies and protects all staff, pupils and visitors to Newlands Hey School and all will be protected under its remit. There are visual reminders located throughout school building to remind everyone of what they should do and who they should contact if they suspect a child is being or at risk of abuse.

The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage children and families to feel free to talk about any concerns and to view our school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

PEER ON PEER ABUSE

Our school recognises that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will not be tolerated or passed off as 'part of growing up'. There is a separate anti-bullying policy and child protection procedures are relevant when the bullying is particularly serious. Where a child discloses safeguarding allegations against another pupil in the same setting, the DSL should refer to the local procedures on the KSCB website and seek their advice before commencing its own investigation or contacting parents.

PUPILS WITH SEN

Most of the pupils at Newlands Hey School have additional needs or whose living arrangements may mean that they are more vulnerable to harm.

The school will ensure that staff have sufficient knowledge and guidance so that they are aware of the additional challenges faced by these children and the impact of their additional vulnerabilities. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration; no single point of contact for the school as a child has a number of care-givers and involved professionals; assumptions that state approved care-givers are providing safe care for the child; communication needs of a child which can lead to over reliance on parental accounts and interpretations

CHILD SEXUAL EXPLOITATION (CSE)

All staff are made aware of the indicators of sexual exploitation. It is sexual abuse involving criminal behaviours against children and young people which can have a long-lasting adverse impact on a child's physical and emotional health.

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people. Victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. It may also be linked to child trafficking.

A common feature of sexual exploitation is that the child often does not recognise the coercive nature of the relationship and does not 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.

The DSL will use the Knowsley Safeguarding Children's Board CSE Screening Level tool when there is a concern that a child is being, or is at risk of being sexually exploited, or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited.

CHILD CRIMINAL EXPLOITATION – COUNTY LINES

This is where children and young people are being exploited and drawn into drug related activity by criminal gangs, groups or individuals. Typically, the gang exploits young or vulnerable people to store and /or supply drugs, move cash and to secure the use of homes belonging to vulnerable adults. There is a cross over between CSE and County Lines and concerns about young people being possibly involved should be passed to the DSL who will refer to Police and the KSCB.

RADICALISATION AND EXTREMISM

The Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on schools to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Newlands Hey School is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

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

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Knowsley Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

HONOUR BASED VIOLENCE

Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour.

Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and may constitute domestic and/or sexual abuse. Honour based violence might be committed against people who become involved with a boyfriend or girlfriend from a different culture or religion or who want to get out of a forced marriage. There may be pressure to wear certain clothes or take part in activities that might not be considered traditional within a particular culture under the threat of violence.

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. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.

The duty to inform applies to all staff in Newlands Hey School who are employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. This duty is not transferred to the Designated Safeguarding Lead, however the DSL should be informed.

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day

Concerns about FGM outside of the mandatory reporting duty should be reported as Newlands Hey School child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate. There are no circumstances in which a teacher or other member of staff should examine a female pupil for FGM.

FORCED MARRIAGE

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as a pre-introduced or arranged marriage which is common in several cultures, whereby 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.

CHILDREN MISSING FROM EDUCATION

Children Missing Education Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation or could be linked to trafficking. The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeated occasions and/or are missing for periods during the school day in conjunction with 'Children Missing Education: Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage and the particular vulnerabilities of looked after children who go missing from education.

DOMESTIC ABUSE

We recognise that exposures to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships as well as in the context of their home. We will ensure that our pupils are educated to ensure they understand what a healthy relationship looks like, for example by using the: WSCB Healthy Relationships- a whole school approach and resources from WCC Domestic Abuse and Sexual Violence website-see links below:

ONLINE ABUSE

There are several ways that a young person may be exposed to abuse digitally. These range from Cyber bullying, sexting or inappropriate viewing of images.

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace, however, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos (sexting). Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos where a person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18. A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult. A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'. Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly. If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

THE USE OF REASONABLE FORCE

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'.

The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Departmental advice for schools is available <https://www.gov.uk/government/publications/useof-reasonable-force-in-schools>

Force is considered reasonable only if it is conducted in the pupil's best interest and as a last resort using the minimum force necessary for the shortest time.

MODERN SLAVERY

The Modern Slavery Act 2015 places a new statutory duty on schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. Schools should consider it has 'reasonable grounds to believe that a pupil or their family may be a victim of modern slavery or human trafficking'.

Staff need to be aware of this duty and inform the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery. The DSL will then contact the NCA.

A PRIVATE FOSTERING ARRANGEMENT

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. 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. If we become aware of a privately fostering arrangement, we will check that Children's Services have been informed.

SAFER RECRUITMENT OF STAFF

The school's safer recruitment processes follows the Statutory Guidance: Keeping Children Safe in Education September 2018, Part Three: Safer Recruitment page 28.

A safeguarding commitment statement is included in all job advertisements, publicity material, recruitment websites, and candidate information packs.

The recruitment process is robust in seeking to establish the commitment of candidates to support the school's measures to safeguard children and to identify, deter or reject people who might pose a risk of harm to children or are otherwise unsuited to work with them.

In line with statutory requirements, every interview panel for school staff will have at least one member who has undertaken safer recruitment training either online or by attending the local authority one day Safer Recruitment training course.

The school maintains a single central record (SCR) of recruitment checks for audit purposes. All staff working within our school who have substantial access to

children have been checked as to their suitability, including verification of their identity, qualifications and a satisfactory barred list check, enhanced DBS check and a right to work in the UK.

Volunteers who are not working in regulated activity, will be supervised at all times.

In addition to obtaining any DBS certificate as described above, any member of staff who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

For those engaged in management roles an additional check is required to ensure they are not prohibited under Section 128 provisions.

ANNUAL AUDIT OF SAFEGUARDING

The school will undertake an annual audit of Safeguarding processes to ensure they are fully compliant and any areas that need to improve are identified.

ROLES AND RESPONSIBILITIES

GILL HUGHES (Lead DSL in school) 0151 480 9000

MARTIN MCMEEL (Deputy DSL in school 0151 480 9000

ANDY PALMER (Organisational Safeguarding Lead)

KNOWSLEY LOCAL AUTHORITY SAFEGUARDING BOARD 0151 433 4311

KSCB Email: carly.gebhardt@knowsley.gov.uk

SAFEGUARDING IN WHOLE SCHOOL CURRICULUM

Children are supported to learn as much as possible in school about how to keep themselves safe. Individual bespoke safeguarding programmes will be developed where needed for young people. The following areas are among those addressed in the wider curriculum depending on the young person's understanding and ability.

- Keeping safe from Bullying/Cyber Bullying
- Understanding how to avoid Drugs, Alcohol and Substance Abuse
- Online Safety / Mobile technologies
- Stranger Danger

- Fire and Water Safety
- Peer to Peer Abuse
- Sexual Violence and Sexual Harassment
- Road Safety
- Domestic Abuse
- Healthy Relationships
- So called Honour Based Violence issues (HBV) e.g. Forced Marriage, Female Genital Mutilation (FGM)
- Sexual Exploitation of Children (CSE)
- Extremism and Radicalisation (in line with the DfE advice Promoting Fundamental British Values as part of SMSC in Schools (2014))

SUPPORT FOR ALL YOUNG PEOPLE

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable components of their lives.

Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. Our school seeks to remove any barriers that may exist in being able to recognise abuse or neglect in pupils with Special Educational Needs or Disability. We will seek to provide all children with the necessary support and to build their self-esteem and confidence

RAISING CONCERNS

All staff on induction will read Part1 and Annex A of KCSIE (2018) to alert them to the many forms of abuse they should be aware of. All staff are informed on how to raise a concern in school. Visual reminders of how to raise a concern are located around the school building.

We respond robustly when concerns are raised or complaints made (from children, adults including families) as we recognise that this promotes a safer environment and we seek to learn from complaints and comments. The school will take action and seek to resolve the concerns in a timely way, keeping people informed as to progress wherever possible. The school's complaints procedures are available on request.

MINDFUL VIGILANCE

All staff working with our children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school.

The Teachers' Standards 2012 state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their decisions about individual children.

Every member of staff, including volunteers working with children at our school, is advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned and '*think beyond the obvious*'. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy. They take account of the '*one chance rule*' in relation to honour violence based issues, that an adult may have only one opportunity to save a potential victim.

All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

WHISTLEBLOWING

All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the school's confidential reporting (whistleblowing) policy. Whistleblowing concerns about the Headteacher should be raised with the Andy Palmer (Director of Children's Services) or Rob Gillespie (MD Idem Ltd). Staff will be made aware that if they feel unable to raise a child protection failure internally, they can contact the NSPCC whistleblowing helpline or Knowsley SCB.

HEADTEACHER ROLE

The Headteacher of the school will ensure that:

The Safeguarding policies and procedures in school are effectively implemented, and followed by all staff.

That there is sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including

taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.

To manage any allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority SCB in a timely manner.

Ensures that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. That staff know what to do and who to contact if they suspect abuse.

That all staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care or the Police.

DSL

The responsibilities of the Designated Safeguarding Lead are found in Annex B of "Keeping Children Safe in Education" 2018 and include:

The provision of information to the KSCB on safeguarding and child protection in compliance with section 14B of the Children Act 2004.

To liaison with the IDEM Ltd on any identified deficiencies and how these should be rectified without delay.

The management and referral of cases of suspected abuse to KSCB and/or Police where a crime may have been committed and Disclosure and Barring Service in cases where a person is dismissed or left due to presenting risk to a child.

To liaise with the Headteacher to inform of issues.

To understand the assessment process for providing early help and make use of KSCB Levels of Need guidance when making a decision about whether or not the threshold for Early Help or Social Care intervention is met;

To act as a source of support, advice and expertise within the school.

To attend and contribute to child protection conferences and other key partnership risk management meetings when required.

Be alert to the specific needs of children in need, those with educational needs and young carers.

Ensure each member of staff has access to and understands the school's safeguarding policy especially new or part-time staff who may work with different educational establishments.

Ensure all staff have induction training covering safeguarding and staff behaviour and are able to recognise and report any concerns immediately they arise.

Ensure that all staff have read Part 1 of "Keeping children safe in education".

Keeping detailed, accurate and secure written records of concerns and referrals

Ensure that there are resources and effective training for all staff.

Keep up to date with new developments in safeguarding by accessing briefings and journals.

Ensure compliance with relevant procedures and policies, for example in relation to safe record keeping and transfer under GDPR.

Carrying out, in conjunction with the Headteacher an annual audit of safeguarding procedures.

RECORDS

Well-kept records are essential to good child protection practice and all staff should be clear about the need to record and report concerns about a child within the school. The record should include the child's words as far as possible and should be timed, dated and signed.

The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies. Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon. Each stand - alone file should have a chronology of significant events.

When children transfer school their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead. Files requested by other agencies e.g. Police, should be copied. A record of any proven allegations made against staff is kept in a confidential file by the Headteacher.

CONFIDENTIALITY

Staff are reminded that all safeguarding records are regarded as sensitive