



WARGRAVE HOUSE

THE AUTISM SPECIALISTS

Child Protection & Safeguarding Children Policy

November 2021



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Committee:	Personal Development, Behaviour and Attitudes
Approved by the full Governing Body:	

This policy should be read in conjunction with the following policies:	
1	Safeguarding Adults Policy
2	The Prevent Duty
3	Recruitment & Selection of Staff
4	Positive Planning for Supporting Student Behaviour
5	Anti-Bullying Policy Statement
6	Health & Safety (including Lone Workers Policy)
7	Curriculum Statement (includes Sex & Relationships Education Policy & Guidelines)
8	Partnership with Parents Policy
9	School as a Community: Objectives on Communication
10	Visitors to Wargrave House Policy
11	The Acceptable Use of Information Technology Policy
12	Mobile Phones Policy
13	Staff Grievance & Disciplinary Procedure
14	Whistle Blowing Policy
15	Intimate Care Policy
16	DBS Policy
17	Equal Opportunities Statement & Policy
18	Admissions, Discharges, Attendance and Review Procedures
19	Whole Staff Behaviour Policy (Code of Conduct)
20	Safe Storage and Administration of Medication
21	Complaints Policy

22	Data Control Policy including GDPR Policy
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This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021

Statutory guidance

- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- DfE (2018) 'Disqualification under the Childcare Act 2006'

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2021) 'Recruit teachers from overseas'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

Contents

	Page
1. Introduction	5
2. Purpose	6
3. Aims	6
4. Roles and Responsibilities	7-17
5. Policy	18-44
6. Procedure	44-49
7. Legal Context	50

References & Further Resources

1. Acronyms	52-54
2. Useful Resources	55-59
3. European Charter for Persons with Autism	60-61

Appendices

1. Cau Welfare Log se for Concern forms	62
2. Welfare Log	62
3. (a) Actions where there are concerns about a child	63
(b) St Helens LSCB Reporting Procedure	64
4. St Helens Children & Young Peoples Service Request form	65-6
5. (a) Safeguarding File Transfer Record & Receipt form	69
(b) Safeguarding File Transfer letter	70
6. Operation Encompass report form	71
7. Record of Authorised Student Search	72
8. Flowchart for the initial management of allegations about staff	73

1. Introduction

Wargrave House School is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. It will be achieved by:

- Ensuring that members of the governing board, the head teacher and staff understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the DSL.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Ensuring that the head teacher and any new staff and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

1.2 All Wargrave House staff are well placed to observe the outward signs of abuse through their day to day contact with students. However, when such contact exists, opportunities for abuse to take place and for allegations of abuse, whether these be false, malicious or misplaced, also exist. 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. Wargrave House will therefore:

- Establish and maintain an environment where students feel secure, are encouraged to communicate and are listened to, taking into account the needs of children and young people with Autism.
- Ensure that students know that there are adults in school and college whom they can approach if they are worried or in difficulty.
- Include opportunities in the Personal, Social, Health and Economic Education (PSHEE) curriculum for students to develop the skills they need to recognise and stay safe from abuse.
- Develop and implement policies relating to practice and procedures on the management of such issues.
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.
- Foster a culture of openness and integrity in line with the company's Whistle Blowing Policy.

2. Purpose

2.1 Wargrave House fully recognises the contribution it can make to protect children from harm. The purpose of this policy is to outline the duty and responsibilities of staff, volunteers, governors and trustees (hereafter collectively referred to as the 'workforce') working on behalf of Wargrave House Limited.

This policy is based on the following statutory guidance.

[Keeping Children Safe in Education \(2021\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [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:

Part 1 of the schedule to the [Non-Maintained Special Schools \(England\) Regulations 2015](#), which places a duty on non-maintained special schools to safeguard and promote the welfare of pupils at the school

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

2.2 The company's policy on Safeguarding Children serves to:

- Safeguard the welfare of children.
- Provide a secure framework for staff to work within.
- Set out clearly the responsibilities of all adults working within the school and equip them with the skills to identify concerns early, provide help for children, and prevent concerns from escalating.
- Support the ethos of the company.
- Explain how the company will respond to relevant legislation and practice issues.

The student's welfare is of paramount importance and Wargrave House will always act in the best interests of the child.

3. Aim(s):

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

3.2 The company is committed to the development of good practice, sound internal procedures and establishing a culture of vigilance. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which place the best interests of the child at the centre of all we do.

4. Roles and Responsibilities

4.1 Designated/Deputy Designated Safeguarding & Prevent Lead (DSL/DDSL).

The DSL and the Deputy DSL's are most likely to have the complete picture and be the most appropriate person to advise on the response to safeguarding concerns.

The DSL has a duty to:

- Take lead responsibility for safeguarding and child protection, including online safety.
- Provide advice and support to other staff on child welfare, safeguarding and child protection matters.
- Take part in strategy discussions and inter-agency meetings, and/or support other staff to do so.
- Contribute to the assessment of children, and/or support other staff to do so.
- During term time, be available during school hours for staff to discuss any safeguarding concerns
- Arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms.
- Refer cases:
 - To CSCS where abuse and neglect are suspected, and support staff who make referrals CSCS.
 - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.
 - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
 - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.
- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Liaise with the head teacher to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
- Liaise with the case manager and the LA designated officer(s) (LADO) for child protection concerns in cases concerning staff.
- Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.
- Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.

- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the head teacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
 - Ensuring that the school knows which pupils have or had a social worker.
 - Understanding the academic progress and attainment of these pupils.
 - Maintaining a culture of high aspirations for these pupils.
 - Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential.
 - Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT.
- Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.
- Ensure that a pupil's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.
- Undergo training, and update this training at least every two years.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties pupils may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.
- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and

educational outcomes are linked, including to inform the provision of academic and pastoral support.

- Understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.
- Keep detailed, accurate, secure written records of concerns and referrals, and understand the purpose of this record-keeping.

The DSL has completed signs of safety training and two of the DDSL's will complete training this academic year.

The designated teacher has a responsibility for promoting the educational achievement of LAC and previously LAC (PLAC), and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

The DSL should take lead responsibility for safeguarding and child protection and ensure that the WH Limited child protection and safeguarding policy is fully implemented. The Deputy DSLs are responsible for the day-to-day operational implementation of safeguarding practice. This includes:

- Ensuring all workforce members receive safeguarding training upon commencement of post and annually thereafter.
- Receiving information from any of the workforce, students, or any other personnel who have a safeguarding concern and ensure this is recorded accurately.
- Providing advice on action to be taken or consulting statutory safeguarding agency (Local Safeguarding Children Board (LSCB), individual social worker) to test any doubts.
- Co-ordinating referral to the LSCB and any other bodies as appropriate e.g. Ofsted, Independent Safeguarding Authority (ISA), placing authority.
- Collating reports in conjunction with the DSL detailing safeguarding activity, intervention and outcomes.
- Raise and monitor safeguarding concerns and actions through the weekly Internal Safeguarding Board meeting as appropriate.

The DSL is Rebecca Worsley. In the absence of the DSL, child protection matters will be dealt with by the deputy DSLs.

Role	Name	Contact Details
Assistant Head/ Designated Safeguarding Lead (DSL)	Rebecca Worsley	01925 224899 RebeccaWorsley@wargravehouse.com

Safeguarding and Wellbeing Officer/ Deputy safeguarding lead (DDSL)	Kirsty Brown	01925 224899 kirstybrown@wargravehouse.com
Head teacher/ Deputy safeguarding lead (DDSL)	Stuart Jamieson	01925 224899 stuartjamieson@wargravehouse.com
Admissions/ Deputy safeguarding lead (DDSL)	Natalie Molyneux	01925 224899 nataliemolyneux@wargravehouse.com
Teacher/ Deputy safeguarding lead (DDSL)	Elaine Green	01925 224899 elainegreen@wargravehouse.com
FLO/ Deputy safeguarding lead (DDSL)	Claire Byrne	01925 224899 clairebyrne@wargravehouse.com
Safeguarding lead governor	Kelly Garth	01925 224899 kellygarth@wargravehouse.com

Emergency and out of hours contacts if worried about a child.	
St Helens SCB Contact Centre	01744 676600
Katherine Appleton Local Authority Designated Officer (LADO)	sthelenslado@sthelens.gov.uk 01744 671262
Merseyside Prevent Team	0151 777 8311 msoc.prevent@merseyside.police.uk
Whistleblowing Helpline for Professionals	

NSPCC Helpline for Professionals	0800 800 5000 help@nspcc.org.uk
Maureen Jolley (Independent Person)	07591 177507

4.2 Chief Executive Officer (CEO) Robin Bush

Where a concern or safeguarding incident refers to the DSL then the Chief Executive Officer (in consultation with the DDSL) will take the lead into any such investigations.

4.3 Safeguarding Lead Governor

The Governing Body has a duty to ensure that Wargrave House meets its statutory safeguarding responsibilities and that the students attending the school are safe. The DSL provides monthly reports to the governing body to support their execution of this function. In addition to this there is a designated Lead Governor for safeguarding who carries out regular safeguarding review with the DSL. (Refer to Safeguarding Lead Governor job description)

Lead Governor for Safeguarding: Kelley Garth

4.4 The Workforce

4.4.1 All staff, volunteers, governors and trustees (the 'workforce') working on behalf of Wargrave House Limited have a duty to promote the welfare and safety of children. Members of the workforce may receive disclosures of abuse, observe or have suspicions of abuse. Any such concerns (whether or witnessed or otherwise) should be reported immediately to the DSL or the most senior member of staff on duty in their absence.

*"Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children, their families has a role to play"*
Keeping Children Safe in Education (2020) P.5

4.4.2 All staff have a responsibility to:

- Consider, at all times, what is in the best interests of the pupil.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Provide a safe environment in which pupils can learn.
- Be prepared to identify pupils who may benefit from early help this includes completing welfare log on school pod.
- Be aware of the school's systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Be aware of the role and identity of the DSL and deputy DSLs.
- Undertake safeguarding training, including online safety training, during their induction – this will be regularly updated.
- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- Be aware of the local early help process and understand their role in it.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to the DSL if they are unsure about how to handle safeguarding matters.
- Be aware of safeguarding issues that can put pupils at risk of harm.
- Be aware of behaviours linked to issues such as drug-taking, alcohol misuse, deliberately missing education, and sharing indecent images, and other signs that pupils may be at risk of harm.

Teachers, including the head teacher, have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.

The governing board has a duty to:

- Take strategic leadership responsibility for the school's safeguarding arrangements.
- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.

- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to multi-agency working in line with the statutory guidance '[Working Together to Safeguard Children](#)'.
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff working directly with children read at least Part one of KCSIE.
- Ensure that staff who do not work directly with children read either Part one or Annex A of KCSIE.
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children.
- Ensure a senior board level lead takes leadership responsibility for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSLs to provide support to the DSL, and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
- Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Ensure systems are in place, children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
- Ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the head teacher or another governor.
- Guarantee that there are effective and appropriate policies and procedures in place.

- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff receive safeguarding and child protection training updates, e.g. emails, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head (VSH) to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.

- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.

The head teacher has a duty to:

- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff.
- Provide staff with the appropriate policies and information upon induction.

4.4.4 In 2015, the Serious Crime Act introduced additional mandatory reporting duties relating to Female Genital Mutilation (FGM). If any member of the workforce discovers that an act of FGM appears to have been carried out on a girl under the age of 18 then this must be reported to the police. (See Appendix 1)

4.4.5 Whistleblowing: All employees are expected to bring to the attention of the CEO/Chair of Governors any serious impropriety or breach of procedure which have an impact/potential for impact on the safety and wellbeing of students (WH Limited Policy on Whistleblowing).

Concerns can also be raised through external bodies such as the CQC, a union representative or the local police.

Anyone can call the national whistleblowing advice line operated by the NSPCC if they have a concern about a child and how that concern is being handled.

Staff can contact the NSPCC if they believe:

- their own or another employer will cover it up
- their employer will treat them unfairly for complaining
- the concern hasn't been sorted out and they have already told them about it.

The advice line provides free help and advice to people who suspect their organisation might be putting children at risk, even if they're not certain that this is the case.

The Public Interest Disclosure Act gives employees who suffer detrimental treatment, including dismissal, as a result of disclosing malpractice, the right to seek compensation in an Employment Tribunal.

4.6 Inter-Agency Working

4.6.1 Local Safeguarding Children Board (LSCB)

Local authorities have overarching responsibilities for safeguarding and promoting the welfare of ALL children and young people in their area. At Wargrave House, all students are protected by St Helens SCB as the 'host' authority. However, it is essential that open lines of communication are also maintained with placing authorities and individual social workers.

Wargrave House recognises its duty to co-operate and contribute to local authority procedures which form part of a continuum of help and support. (Children Act 2004 Section 10). The St Helens SCB Multi Agency Think Family Procedure details:

- process for early help assessment and the type and level of early help services to be provided;
- the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under:
 - section 17 of the Children Act 1989 (Children in Need)
 - section 47 of the Children Act 1989 (reasonable cause to suspect children suffering or likely to suffer significant harm)
 - section 31 (care orders); and
 - section 20 (duty to accommodate a child) of the Children Act 1989

It is this threshold document (and other local authority equivalents) which determine school practice at all levels, including a reference point for challenge, should support and response to concerns be deemed ineffective.

The PAN Merseyside protocol 2020 outlines the work that the partnership undertakes to safeguard children who have been reported as missing from home, care or education. All agencies across Merseyside are fully committed to safeguarding children and young people from being sexually exploited or criminally exploited, whilst disrupting and prosecuting individuals who have exploited them. This Protocol provides a set of multi-agency principles for tackling Child Exploitation across Merseyside. Wargrave House School will liaise with Merseyside police and St Helens safeguarding team if any concerns in relation to a pupils safety.

Information sharing

The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL(s).

Early help

Early help means providing support as soon as a problem emerges, at any point in a child's life. Any pupil may benefit from early help, but in particular, staff will be alert to the potential need for early help for pupils who:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.
- Have mental health needs.
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised or exploited.
- Have family members in prison, or are affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Misuse drugs or alcohol.
- Have returned home to their family from care.
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Are persistently absent from education, including persistent absences for part of the school day.
- Show early signs of abuse and/or neglect in other ways.

The DSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to CSCS for assessment for statutory services if the pupil's situation is not improving or is worsening.

5. Policy

5.1 There are three main elements to our Safeguarding Children policy:

PREVENTION

- providing a safe environment in which students can learn and develop
- equipping students with the skills needed to keep themselves safe (see policy nos. 5 & 7)
- ensuring a culture of honesty and high professional standards (see policy no.19)

PROTECTION

- ensuring the suitability of staff and volunteers to work with children through robust safe recruitment procedures.
- Implementing procedures for identifying and reporting cases or suspected cases of abuse.

SUPPORT

- Monitoring and review of strategies within early help services
- Supporting students who have been abused in accordance with his/her Child Protection Plan
- Recognising the stressful and traumatic nature of child protection work for staff concerned with the individual or case.

3.2 Indicators of Abuse & Neglect

5.2.1 The terms **“children”** and **“child”** refer to anyone under the age of 18.

For the purposes of this policy, **“safeguarding and protecting the welfare of children”** is defined as:

- Protecting pupils from maltreatment.
- Preventing the impairment of pupils’ mental and physical health or development.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all pupils to have the best outcomes.

For the purposes of this policy, **“consent”** is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity, and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

For the purposes of this policy, **“sexual violence”** refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, “**sexual harassment**” refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. [Sexual harassment can include, but is not limited to:](#)

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
 - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
 - Sharing unwanted explicit content.
 - Upskirting.
 - Sexualised online bullying.
 - Unwanted sexual comments and messages, including on social media.
 - Sexual exploitation, coercion, and threats.

For the purposes of this policy, “**upskirting**” refers to the act, as identified in the Voyeurism (Offences) Act 2019, of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

For the purposes of this policy, the **“consensual and non-consensual sharing of nude and semi-nude images and/or videos”**, colloquially known as **“sexting”**, is defined as the sharing between pupils of sexually explicit content, including indecent imagery. For the purposes of this policy, **“indecent imagery”** is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

5.2.2 For the purposes of this policy, **“abuse”** is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

For the purposes of this policy, **“physical abuse”** is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

5.2.3 Perplexing Presentations (PP) or Fabricated or Induced Illness (FII)

What is FII?

FII is a clinical situation in which a child is, or very likely to be, harmed due to parent(s) behaviour and action, carried out in order to convince doctors that the child's state of physical and/or mental health or neurodevelopment is impaired (or more impaired than is actually the case). FII results in emotional and physical abuse and neglect. An example of an FII is 'Munchausen Syndrome by-proxy'.

What is a Perplexing Presentation?

Presence of alerting signs when the actual state of the child's physical/mental health is not yet clear but there is no perceived risk of immediate serious harm to the child's physical health or life

Your responsibility as a member of staff

It is not our responsibility to diagnose or determine if a child/ young person is a victim of FII or PP, however, it is your duty to report to your DSL/DDSL and accurately record any signs or symptoms of abuse via our company's safeguarding recording procedures and practices. All records must be factual, providing a clear statement of what has been witnessed or discussed with parent and/or child, including dates and times. All hand written statement to be signed and dated

5.2.4 For the purposes of this policy, **“emotional abuse”** is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyberbullying, causing the child to frequently 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, but it may also occur alone.

For the purposes of this policy, **“sexual abuse”** is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

For the purposes of this policy, **“neglect”** is defined as the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in serious impairment of a child’s health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

All staff will be aware of the indicators of abuse and neglect. All staff will be aware that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL. All staff, especially the DSL and deputy DSL(s), will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

5.2.5 **Child abduction and community safety incidents**

For the purposes of this policy, **“child abduction”** is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child

abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with pupils.

Pupils will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

5.2.6 Child criminal exploitation (CCE)

For the purposes of this policy, “**child criminal exploitation**” is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.

The school will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that pupils of any gender are at risk of CCE. Also the school will refer to [The PAN Merseyside protocol 2020](#) to support and seek advice in cases of CCE.

School staff will be aware of the indicators that a pupil is the victim of CCE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.

County lines

For the purposes of this policy, “**county lines**” refers to gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK.

As well as the general indicators for CCE, school staff will be aware of the specific indicators that a pupil may be involved in county lines, including:

- Going missing and subsequently being found in areas away from their home.
- Having been the victim or perpetrator of serious violence, e.g. knife crime.
- Receiving requests for drugs via a phone line.

- Moving drugs.
- Handing over and collecting money for drugs.
- Being exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.
- Being found in accommodation they have no connection with or a hotel room where there is drug activity.
- Owing a 'debt bond' to their exploiters.
- Having their bank account used to facilitate drug dealing.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

5.2.7 Cyber-crime

For the purposes of this policy, "**cyber-crime**" is defined as criminal activity committed using computers and/or the internet. This includes 'cyber-enabled' crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and 'cyber-dependent' crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- Unauthorised access to computers, known as 'hacking'.
- Denial of Service attacks, known as 'booting'.
- Making, supplying or obtaining malicious software, or 'malware', e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring pupils to the National Crime Agency's Cyber Choices programme.

5.2.8 Child sexual exploitation (CSE)

For the purposes of this policy, "**child sexual exploitation**" is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage, increased status or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the pupil's immediate knowledge, e.g. through others sharing videos or images of them on social media. The school will recognise that CSE can affect any pupil who has been coerced into engaging in sexual activities, even if the activity appears consensual;

this includes pupils aged 16 and above who can legally consent to sexual activity. The school will also recognise that pupils may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

School staff will be aware of the key indicators that a pupil is the victim of CSE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.
- Having older boyfriends or girlfriends.
- Suffering from sexually transmitted infections.
- Displaying sexual behaviours beyond expected sexual development.
- Becoming pregnant.

All concerns related to CSE will be managed in line with the school's Child Sexual Exploitation (CSE) Policy.

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to the LA. The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed. Also the school will refer to [The PAN Merseyside protocol 2020](#) to support and seek advice in cases of CSE

5.2.9 Modern slavery

For the purposes of this policy, **"modern slavery"** encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

5.2.10 FGM

For the purposes of this policy, **"FGM"** is defined as all procedures involving the 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.

All staff will be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with CSCS and/or the police. The school's procedures relating to managing cases of FGM and protecting pupils will reflect multi-agency working arrangements.

As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Teachers failing to report such cases may face disciplinary action.

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate. **NB:** This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

All staff will be aware of the indicators that pupils may be at risk of FGM. While some individual indicators they may not indicate risk, the presence of two or more indicators could signal a risk to the pupil. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that a pupil may be at heightened risk of undergoing FGM include:

- The socio-economic position of the family and their level of integration into UK society.
- The pupil coming from a community known to adopt FGM.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from PSHE.

Indicators that FGM may take place soon include:

- When a female family elder is visiting from a country of origin.
- A girl confiding that she is to have a 'special procedure' or a ceremony to 'become a woman'.
- A girl requesting help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, talking about a long holiday to her country of origin or another country where FGM is prevalent.

All staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

Indicators that FGM may have already taken place include the pupil:

- Having difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Having prolonged or repeated absences from school, followed by withdrawal or depression.
- Being reluctant to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

FGM is included in the definition of **“honour-based’ abuse (HBA)”**, which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from

HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

5.2.11 **Forced marriage**

For the purposes of this policy, a **“forced marriage”** is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Threats can be physical, emotional, or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent, e.g. due to some forms of SEND. Forced marriage is a crime in the UK and a form of HBA.

All staff will be alert to the indicators that a pupil is at risk of, or has undergone, forced marriage, including, but not limited to, the pupil:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem.
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia.
- Displaying a sudden decline in their educational performance, aspirations or motivation.
- Regularly being absent from school.
- Displaying a decline in punctuality.
- An obvious family history of older siblings leaving education early and marrying early.

Staff who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit.

5.2.12 **Radicalisation**

For the purposes of this policy, **“extremism”** refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

For the purposes of this policy, **“radicalisation”** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

For the purposes of this policy, **“terrorism”** refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.

Protecting pupils from the risk of radicalisation is part of the school’s wider safeguarding duties. The school will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in pupils’ behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The school will work with local safeguarding arrangements as appropriate.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the pupil's parents, unless the school has reason to believe that the child would be placed at risk as a result.

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect pupils against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

The Prevent duty

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have "due regard to the need to prevent people from being drawn into terrorism", known as "**the Prevent duty**". The Prevent duty will form part of the school's wider safeguarding obligations.

The school's procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outline in the Prevent Duty Policy.

5.2.13 Pupils with family members in prison

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of '[Are you a young person with a family member in prison?](#)' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

5.2.14 Pupils required to give evidence in court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Pupils of a primary school age will be provided with the booklet '[Going to Court](#)' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

Pupils of a secondary school age and those in the post 16 provision will be provided with the booklet '[Going to Court and being a witness](#)' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

5.2.15 Mental health

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

Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional. Staff will, however, be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one and liaise with LD nurse Sam Holmes and Kirsty Brown Children and youth Mental health first aider. Staff will also be aware of how pupils' experiences can impact on their mental health, behaviour, and education.

Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or deputy DSL(s).

The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

5.2.16 Peer-on-peer abuse

For the purposes of this policy, “**peer-on-peer abuse**” is defined as abuse between children. The school has a zero-tolerance approach to abuse, including peer-on-peer abuse, as confirmed in the Child Protection and Safeguarding Policy’s [statement of intent](#).

All staff will be aware that peer-on-peer abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of peer-on-peer abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that peer-on-peer abuse is not occurring. All staff will speak to the DSL if they have any concerns about peer-on-peer abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers, and will not tolerate abuse as “banter” or “part of growing up”.

Peer-on-peer abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to the school’s policy and procedures regarding peer-on-peer abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school’s response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

The school's procedures for managing allegations of peer-on-peer abuse are outlined in the Peer-on-peer Abuse Policy. Staff will follow these procedures, as well as the procedures outlined in the school's Anti-bullying Policy and Exclusion Policy, where relevant.

5.2.17 **Serious violence**

Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to:

- Increased absence from school.
- A change in friendships.
- Relationships with older individuals or groups.
- A significant decline in academic performance.
- Signs of self-harm.
- A significant change in wellbeing.
- Signs of assault.
- Unexplained injuries.
- Unexplained gifts or new possessions.

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

- Being male.
- Having been frequently absent from school.
- Having been permanently excluded from school.
- Having experienced child maltreatment.
- Having been involved in offending, such as theft or robbery.

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

5.2.18 **Domestic abuse**

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, "**domestic abuse**" is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person's child) where both are aged 16 or over and are personally connected. "**Abusive behaviour**" includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse. "**Personally connected**" includes people who:

- Are, have been, or have agreed to be married to each other.
- Are, have been, or have agreed to be in a civil partnership with each other.
- Are, or have been, in an intimate personal relationship with each other.
- Each have, or had, a parental relationship towards the same child.
- Are relatives.

The school will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

DSL has attended Operation Encompass training and DSL and Safeguarding and Wellbeing Officer Deputy DSL will attend Operation Encompass training this academic year.

5.2.19 Homelessness

The DSL and deputy DSL(s) will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible. Indicators that a family may be at risk of homelessness include:

- Household debt.
- Rent arrears.
- Domestic abuse.
- Anti-social behaviour.
- Any mention of a family moving home because “they have to”.

Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised.

5.3 Online Safety

5.3.1 The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety at Wargrave House educates the school and college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **Contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Wargrave House internet access is subject to strict filters which remain under review. In addition, online activity for staff and students are subject to 24-hour monitoring

(eSafe Forensic Monitoring). This includes staff use of school hardware beyond the school setting. (see Policy 11)

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a pupil's online activity.

The school will ensure that suitable filtering systems are in place on ICT equipment to prevent children accessing inappropriate material, in accordance with the school's Data and Cyber-security Breach Prevention and Management Plan. The school will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what pupils can be taught online.

Further information regarding the school's approach to online safety can be found in the Online Safety Policy.

Reviewing online safety

The school will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by pupils.

Personal electronic devices

The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is closely monitored by the school, in accordance with the Personal Electronic Devices Policy.

Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy and Photography Policy. The DPO will oversee the planning of any events where photographs and videos will be taken. Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils for whom there are security concerns, the head teacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are LAC or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.

Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

Upskirting

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. "**Operating equipment**" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

5.3.2 Consensual and non-consensual sharing of indecent images and videos

The school will ensure that staff are aware to treat the consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual images) as a safeguarding concern.

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sharing nudes and semi-nudes in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of this behaviour.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

Where a member of staff becomes aware of an incidence of sharing nudes and/or semi-nudes, they will refer this to the DSL as soon as possible. Where a pupil confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

- Refrain from viewing, copy, and printing, sharing, storing or saving the imagery.
- Tell the DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the pupil that the incident will need to be reported.
- Respond positively to the pupil without blaming or shaming anyone involved, and reassuring them that they can receive support from the DSL.
- Report the incident to the DSL.

The DSL will attempt to understand what the image contains **without viewing it** and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:

- **Aggravated:** incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of pupils, including where there is an adult involved, where there is an intent to harm the pupil depicted, or where the images are used recklessly.
- **Experimental:** incidents involving the creation and distribution of indecent images of pupils where there is no adult involvement or apparent intent to cause harm or embarrassment to the pupil.

For there to be a good and clear reason to view imagery, the DSL would need to be satisfied that this action is:

- The only way to make a decision about whether to involve other agencies because it is not possible to establish the facts, e.g. the contents of the imagery, from the pupil(s) involved.
- Necessary to report it to a website, app or suitable reporting agency to have the image taken down, or to support the pupil or their parent in making a report.
- Unavoidable because the pupil has presented the image directly to a staff member or the image has been found on a school device or your school's network.

Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL should:

- Never copy, print, share, store or save them as this is illegal – if this has already happened, contact the local police for advice and to explain the circumstances.
- Discuss the decision with the headteacher or a member of the SLT.
- Make sure viewing is undertaken by the DSL (or equivalent) or another member of the safeguarding team with delegated authority from the headteacher or a member of the SLT.
- Make sure viewing takes place with another member of staff present in the room, ideally the headteacher or a member of the SLT. This staff member does not need to view the images.
- Wherever possible, make sure viewing takes place on the school premises, ideally in the headteacher's office or a member of the SLT's office.
- Make sure, wherever possible, that they are viewed by a staff member of the same sex as the pupil in the images.
- Record how and why the decision was made to view the imagery in the safeguarding or child protection records, including who was present, why the nudes or semi-nudes were viewed and any subsequent actions.

Where the incident is categorised as 'aggravated', the situation will be managed in line with the school's Peer-on-peer Abuse Policy. Where the incident is categorised as 'experimental', the pupils involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident. Where there is reason to believe that indecent imagery being circulated will cause harm to a pupil, the DSL escalates the incident to CSCS. Where indecent imagery of a pupil has been shared publicly, the DSL will work with the pupil to report imagery to sites on which it has been shared and will reassure them of the support available.

5.4 Supporting Students

5.4.1 When managing safeguarding in relation to pupils with SEND, staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a pupil's indicators relate only to their disability
- Pupils with SEND can be disproportionately impacted by issues such as bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers
- Such is the nature of some children with an Autistic Spectrum Conditions and their inability to make and sustain appropriate social relationships, literalness of interpretation, inflexibility, passivity for example that theirs and the actions of others may be open to misinterpretation and lead to exploitation, confusion and anxiety.

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENCO, as well as the pupil's parents where appropriate, to ensure that the pupil's needs are met effectively.

Wargrave House will support students through:

- a. The curriculum, to promote self-esteem, advocacy skills and resilience.
- b. The curriculum, to equip students with the knowledge to keep themselves safe from harm including PSHE, SRE, e-safety and therapeutic support.
- c. The Wargrave House ethos which promotes a positive, supportive and secure environment which gives all students and adults a sense of being respected and valued.
- d. The implementation of autism-specific behaviour support policies.
- e. Regular liaison with other professionals and agencies which support the student and their families.
- f. A commitment to productive and supportive relationships with parents.
- g. The development and support of responsive and knowledgeable staff trained to act appropriately within the safeguarding agenda.

5.4.2 It must be stressed that in a home environment where there is domestic violence (see section 13: Operation Encompass), drug or alcohol abuse, or mental health issues, children or young people may also be vulnerable and in need of support or protection.

5.4.3 **Extracurricular activities and clubs**

Extra-curricular activities and clubs hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.

5.4.4 **Work experience**

When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place. Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16.

5.5 **Training and Support**

Staff members will undergo safeguarding and child protection training at induction, which will be updated on an annual basis and/or whenever there is a change in legislation.

The induction training will cover:

- The Child Protection and Safeguarding Policy.

- The Peer-on-peer Abuse Policy and procedures.
- The Staff Code of Conduct.
- Part one of 'Keeping children safe in education' (KCSIE) (or Annex A, if appropriate).
- The Behavioural Policy.
- The Children Missing Education Policy, including the safeguarding response to children who go missing from education.
- Appropriate child protection and safeguarding training, including online safety training.
- Information about the role and identity of the DSL and deputy DSL(s).

All staff members will also receive regular safeguarding and child protection updates as required, but at least annually. Training will cover, at a minimum:

- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep LAC and PLAC safe.
- CCE and the need to refer cases to the National Referral Mechanism.
- Updated online safety training.

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

The DSL and deputy DSL(s) will undergo child protection and safeguarding training, and update this training at least every two years. The DSL and deputy DSL(s) will also obtain access to resources and attend any relevant or refresher training courses, ensuring they keep up-to-date with any developments relevant to their role. This will include training to understand:

- The assessment process for providing early help and statutory intervention, including local criteria for action and CSCS referral arrangements.
- How LAs conduct child protection case conferences and a child protection review conferences, to enable the DSL to attend and contribute to these effectively when required.
- The importance of providing information and support to CSCS.
- The lasting impact that adversity and trauma can have.
- How to be alert to the specific needs of children in need, pupils with SEND and/or relevant health conditions, and young carers.
- The importance of internal and external information sharing.
- The Prevent duty.
- The risks associated with online safety, including the additional risks faced online by pupils with SEND.

5.6 Professional Confidentiality

5.6.1 All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

Where there is an allegation or incident of sexual abuse or sexual violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis. During the disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why. Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others. Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved. Discussions with parents will not take place where they could potentially put a pupil at risk of harm. Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report. Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, with the reasons behind decisions being explained and the available support discussed. External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

5.6.2 Safer recruitment

The school's full policy and procedures for safer recruitment are outlined in the Safer Recruitment Policy.

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

The DfE's [DBS Workforce Guides](#) will be consulted when determining whether a position fits the child workforce criteria.

The governing board will conduct the appropriate pre-employment checks for all prospective employees, including internal candidates and candidates who have lived or worked outside the UK. The appropriate DBS and suitability checks will be carried out for all governors, volunteers, and contractors.

Staff suitability

All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

All staff members are required to sign the [declaration form](#) provided in the appendices of this policy confirming that they are not disqualified from working in a schooling environment. A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

Ongoing suitability

Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

Referral to the DBS

The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

5.6.3 Single central record (SCR)

The school keeps an SCR which records all staff, including agency and third-party supply staff, and teacher trainees on salaried routes, who work at the school.

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications, where required
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK
- Whether the employee's position involves relevant activity, i.e. regularly caring for, training, supervising or being solely in charge of persons aged under 18

For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

Written confirmation that supply agencies have completed all relevant checks will also be included.

The school is free to record any other information it deems relevant.

The details of an individual will be removed from the SCR once they no longer work at the school.

5.7 Children Missing from Education

5.7.1 A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation. Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, in accordance with the Children Missing Education Policy. The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more. On a day to day basis the Family liaison officer and Safeguarding and wellbeing officer will contact parents if absence is unauthorised to discuss absence and if needed put actions in place to prevent further days of absence accruing and possibly support for family if needed/ requested.

5.7.2 Children who go missing during school day

Once a pupil is identified as missing by any member of school staff, the Designated Safeguarding Lead will be informed.

Staff will use professional judgement and risk assess the urgency of the situation to help inform the timeframe required in establishing the pupils' whereabouts before notifying the Police. Timeliness should be on a case by case basis.

Designated Safeguarding Lead should, together with the class teacher, assess the child's vulnerability.

School staff will try to locate the pupil and try to establish the whereabouts of them.

School staff will contact home and try to contact the pupil via their mobile telephone if known.

Notifying the Police

The information required by the Police to assist in locating and returning the pupil to a safe environment is as follows:

- The pupils name/s; date of birth; status (for example looked after child); responsible authority;
- Where and when they went missing;
- Previous missing episodes and where they went;
- Who, if anyone, they went missing with;
- What the child was wearing plus any belongings they had with them such as bags, phone etc.; include mobile number.
- Description and recent photo;
- Medical history, if relevant;
- Time and location last seen;
- Circumstances or events around going missing with relevant safeguarding information;
- Details of family, friends and associates;
- Contact details of safeguarding lead if it was after school hours.

Whilst the search is ongoing, the school will continue to liaise with the police and act in accordance with police instructions.

Scenario 1 – if the child returns before the police have arrived then the Police must be informed and own school procedures need to be followed.

Scenario 2 - if the child returns to school of their own volition, then the Police must be informed and own school procedures need to be followed.

Scenario 3 - if the police locate the child and bring them back to the school the Police will

conduct the safe and well interview and the school will follow School procedure.

Where a pupil has a known risk of being missing, a risk assessment for the pupil will be written and put in to place.

5.7.3 Children missing from home or care

[The statutory guidance on children who go missing from home or care January 2014](#) states that parents and carers have a responsibility to safeguard children in their care if a child goes missing from home or care police are to be contacted and if a child goes missing regularly then procedures are to be put in place and consultation with professionals to prevent further cases of the child going missing and supporting the child to remain in the family home or care provision they are in. For the schools role the Safeguarding team will act as point of contact and discussion on supportive steps the school can provide.

5.7.4 Admissions register

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending. The school will notify the LA within 5 days of when a pupil's name is added to the admissions register.

The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur. Two emergency contact details will be held for each pupil where possible. Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

- The full name of the parent with whom the pupil will live
- The new address
- The date from when the pupil will live at that address

If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school

Where a pupil moves to a new school, the school will use a secure internet system to securely transfer pupils' data.

To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has

not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.

- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

- The full name of the pupil
- The full name and address of any parent with whom the pupil lives
- At least one telephone number of the parent with whom the pupil lives
- The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

The school will work with the LA to establish methods of making returns for pupils back into the school. The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown. The school will also highlight any other necessary contextual information, including safeguarding concerns.

5.8 Operation Encompass

5.8.1 Operation Encompass is a Merseyside multi-agency protocol to support children following a domestic abuse incident. Domestic abuse is a safeguarding children issue; prolonged and regular exposure to domestic violence and abuse can have a serious impact on a child's development and emotional well-being, despite the best efforts of the victim's parent to protect the child.

5.8.2 Operation Encompass is the implementation of key partnership working between Merseyside Police and the 'Key Adult' in school. At Wargrave House both the DSL and Deputy DSL have undergone Operation Encompass training and are registered 'Key Adults'.

5.8.3 Working together to safeguard children, Merseyside Police will inform the designated staff (Key Adults) about any domestic abuse incident where the child or young person has been present. This call will be made before 09.00. The Key Adult will record the details of the incident. (see Appendix 8)

5.8.4 The Key Adult will then identify initial support (e.g. breakfast, uniform, silent support) and inform the class team as appropriate. (see section 5.6) Professional Confidentiality.

5.8.5 If, as a result of the interventions made, further safeguarding concerns arise, then the usual Wargrave House referral procedures will be followed (section 6).

5.9 Searching Students and their Possessions

5.9.1 The DSL (or any other staff in her absence) can authorise a search of students or their possessions (including bags, and other personal storage) without their consent if there are reasonable grounds for doing so. The conduct of student searches is a power available to the DSL, not a duty. Reasonable force may be used to execute the search however this must only be carried out by Team-Teach trained staff (Policy no. 4)

5.9.2 Where the DSL has authorised a search, there should be at least 2 adults present (1 being the DSL or a member of the Senior Leadership Team deputising in her absence). A written record of any search must be completed as soon as possible (see Appendix 9). The 'Record of Search' book will be kept in the DSL's office. A copy of a completed form will then be placed on the student's file.

5.9.3 Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the student has a device prohibited by school/college rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

5.9.4 If in any doubt, the DfE guidance Searching, Screening & Confiscation advice (2018) should be consulted.

5.10 Allegations against Professionals

5.10.1 Concerns about pupils

If a member of staff has any concern about a pupil's welfare, they will act on them immediately by speaking to the DSL or deputy DSL(s). All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in the [communication and confidentiality](#) section of this policy.

Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSL(s) with the matter. If a referral is made about a pupil by anyone other than the DSL, the DSL will be informed as soon as possible. Staff will complete a written record "cause for concern" in respect of this.

Where a concern or safeguarding incident refers to the DSL then the Chief Executive Officer Robin Bush (in consultation with the DDSL) will take the lead into any such investigations.

In all cases the DSL must follow the guidance in [Keeping Children Safe in Education DfE 2021](#) and St Helens SCB.

The host authority (St Helens SCB) procedures detail local policy (www.sthelensscb.orh.uk).

Where appropriate it may also be necessary to consult the student's home authority/allocated social worker also.

The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer. Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil. If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered. All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely in DSL office.

If a pupil is in immediate danger, a referral will be made to CSCS and/or the police immediately. If a pupil has committed a crime, such as sexual violence, the police will be notified without delay. Please refer to [when to call the police guidance 2020](#).

Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views. When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

5.10.2 Managing referrals

The reporting and referral process will be followed accordingly.

All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed. When making a referral to CSCS or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSCS. Where CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm. Where CSCS decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support.

At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so. Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm. The school will work closely with parents to ensure that the pupil, as well as their family, understands the arrangements in place, such as in-school interventions, is effectively supported, and knows where they can access additional support.

5.10.3 Concerns about staff and safeguarding practices

If a staff member has concerns about another member of staff (including supply staff and volunteers), it will be raised with the head teacher. If the concern is with regards to the head teacher, it will be referred to the chair of governors.

Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy. If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

5.10.4 Allegations of abuse against staff

Working Together 2018 makes it clear that all allegations against professionals, be they employed or volunteer members of staff, must be reported to the Local Authority Designated Officer (LADO).

All allegations against staff, supply staff, volunteers and contractors will be managed in line with the school's Allegations of Abuse Against Staff Policy – a copy of which will be provided to, and understood by, all staff. The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties.

When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "low-level concerns", as defined in the Allegations of Abuse Against Staff Policy. Allegations that meet the harms threshold include instances where staff have:

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

- Committed or possibly committed a criminal offence against or related to a child.
- Behaved towards a child in a way that indicates they may pose a risk of harm to children.
- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.
- Low-level concerns will be handled in line with the schools' Reporting Low-level Concerns Policy.

5.10.5 There may be up to 3 strands in considering a concern or allegation:

- A police investigation of a criminal offence
- Enquiries and assessment by children's social care about whether a child or young person is in need of services, including safeguards
- Consideration of disciplinary action in respect of the individual.

Concerns can be raised through the Wargrave House 'Cause for Concern' system (see Section 6) however subsequent action will follow specific LADO procedures as outlined in appendix 10.

6. Procedure

6.1 Initial Concerns

- 6.1.1 All staff at Wargrave House maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.
- 6.1.2 Knowing what to look for is vital to the early identifications of abuse and neglect. If staff are unsure, they should always speak to the DSL or DDSL.
- 6.1.3 If staff have any **concerns** about a child (as opposed to a child being in immediate danger see paragraph 6.2.1) they must notify the (Operational) DDSL immediately. In their absence any other member of the safeguarding team or the most senior member of staff on site at that time (including on-call, out of hours). A written record 'cause for concern' should be completed in respect of this (appendix 3).
- 6.1.4 A member of staff who suspects another adult is behaving inappropriately in such a way that a young person may be put at risk should also inform the DSL immediately. (see Policy no. 14)
- 6.1.5 In the case that the concern is about the DSL, this should be raised with the Chief Executive Officer and the Chair of Governors.
- 6.1.6 In all cases the DSL must follow the guidance in Keeping Children Safe in Education DfE 2021 and St Helens LSCB.

The host authority (St Helens LSCB) procedures detail local policy (www.sthelenslscb.org.uk). Where appropriate it may also be necessary to consult the student's home authority/allocated social worker also.

6.1.7 When a concern is raised, it is essential that every effort is made to gain a satisfactory explanation for:

- The injuries the child has sustained and/or
- The changes in the child's behaviour/demeanour (which could both be indicators of abuse) and/or
- The incident in which the child was allegedly involved.

6.1.8 Staff should always seek the advice of the DSL who will decide upon the appropriate course of action to take:

- i) If there is an explanation in the home school book, accompanying letter for the child's injury, or a noticeable change in behaviour or general appearance and demeanour this must be recorded and clarified through further investigation/communication. Written material should be photocopied and uploaded to School Pod and linked to the Cause for Concern report on School Pod. If reported by word of mouth a written record must be made within the Cause for Concern report and handed to the DSL.
- ii) If there is no explanation for an injury, change in behaviour or appearance of a child in the home school book/night handover book or verbally from the parents/carers, an explanation must be sought from the parents/carers. Parents/carers must be contacted immediately without inference or opinion.

6.1.9 In the event of unsatisfactory explanations, safeguarding children procedures must be rigorously followed. At this stage, all reports (no matter what the outcome thus far) should be recorded on School Pod ('Cause for Concern' form). Any subsequent actions (and the outcome of these) should be noted by the DSL lead personnel. The DSL will follow the child protection procedure laid down by St Helens SCB. This will include completion of the St Helens Service Request form (Appendix 5).

6.2 Immediate Danger

6.2.1 Where, following an assessment of a situation, it is considered immediate protective action is required, a child protection referral must be made. This referral will be by telephone to the relevant team of Social Services (St Helens as host or individual student's authority), followed up in writing within 24 hours for confirmation. In most circumstances, the DSL will make such contact however all staff will be equipped with the knowledge (and expectation) to undertake such contact if required. The DSL should be informed of any referrals at the first opportunity.

- 6.2.2 The local authority should make a decision within one working day of a referral being made and inform the referrer of their plans. The DSL should follow up on a referral should that information not be forthcoming.

6.3 Post-incident Activity

- 6.3.1 Each cause for concern logged on School Pod will result in a record of action taken and by whom. In some circumstances, this will suffice and no further action (other than daily proactive safeguarding practice) will be required.
- 6.3.2 The DSL will monitor safeguarding records (including the Child in Need register) and provide regular reports detailing classification and outcomes to the Governing Body. Regular supervision activity will ensure the safeguarding practice remains under scrutiny (see para 5.5.1).
- 6.3.3 Where a child has been placed on a Protection Register or where there seems to be an unusually high number of recorded concerns, it may be necessary to introduce regular checks (daily). These will be recorded in a 'Welfare Log' (Appendix 6). A Welfare Log is completed by class/residential staff daily and checked by the DDSL at least weekly. This should not replace a Cause for Concern report where there are additional or more serious issues raised.

Welfare logs are an important record particularly for children in receipt of early help model of support. They provide an ongoing of the impact of support and evidence (should it be required) to challenge the effectiveness of the intervention.

- 6.3.4 **Child Protection Plan.** A list will be kept in the DSL's office of all students who are subject to a Child Protection Plan. Staff will be made aware of the list as appropriate, the strategies to eliminate risk and their role within this. any subsequent local authority review of these plans will be supported by the DSL.

Whenever a child is subject to a Child Protection Plan moves or leaves Wargrave House the 'Key Worker' (who will usually be a social services employee) must be notified immediately.

6.4 Managing Allegations Against Professionals

- 6.4.1 In the case that a concern is raised about an adult in the school, the DSL should initiate immediate enquiry. (Appendix 10)

Action taken should also take account of the following policies:

- Staff Grievance and Disciplinary Policy
- Whistle Blowing Policy
- Code of Conduct
- Keeping Children Safe in Education 2021(part 4)
-

- 6.4.2 Upon receipt of the allegation, the recipient will make a written record of the allegation using the informant's words using the cause for concern system.
- 6.4.3 If the concerns are about the Head of Education (DSL), then the Chief Executive Officer and the Chair of Governors and the Lead Governor for Safeguarding should be contacted.
- 6.4.4 The procedures for dealing with allegations need to be applied with common sense and professional judgement. Many cases may well either not meet the criteria in 5.10.2 or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these case, company procedures should be followed to resolve cases without delay.

In any such other case or where it is not clear, immediate contact with the Local Authority Designated Officer (LADO) will be made. The initial discussions with the LADO will consider the nature of the allegation and the course of action.

Initial Considerations. Discussions with the LADO will conclude:

- What further information is required
 - Whether any immediate action needs to be taken to protect students.
 - When and what parents should be told.
 - What should be said to the adult facing the allegation
 - Whether suspending the member of staff is required.
- 6.4.5 Suspension should not be an automatic response. Suspension should only be considered where:
- Children are at risk of serious harm.
 - Where the concern is so serious it would result in immediate dismissal.
- The reason for suspension must be communicated to the person in writing within one day. This will be done in consultation with HR advisors.
- 6.4.6 In the case of 'No Further Action' (NFA), the school will then decide how to proceed further, which may include internal disciplinary action. Informal action should be resolved in a timely fashion.
- 6.4.7 Any school investigation will be undertaken by a senior member of staff, HR consultant or occasionally an independent person.
- 6.4.8 After consulting the LADO, the accused person should be told about the allegation. The amount of detail should be agreed with the LADO and will range from the minimum (where a Strategy Meeting is to be held) to the greatest amount of detail following an 'NFA' decision. The person will then be told about the likely courses of actions. They will be advised to contact their professional association. The school will appoint a named person to offer support to the affected person.

6.4.9 Outcome of Allegations. The outcome of allegations investigations will be identified as one of the following:

Outcome Type	Definition	Action after investigation	Recording
Substantiated	There is sufficient evidence to prove the allegation.	Discussion with HR and/or other professionals, about referral to DBS and/or NCTL relevant regulatory body for Disciplinary Hearing. Notifications – Ofsted, CQC and Charities Commission	There will be a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached. This will be kept in the confidential personnel file of the accused and a copy provided to the person concerned. The record will be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.
False	There is sufficient evidence to disprove the allegation.	Where the allegation is found to be false, unsubstantiated, malicious, or unfounded the information should not be included in any reference.	
Unsubstantiated	This is not the same as a false allegation. It means that there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.		
Unfounded	To reflect cases where there is no evidence or proper basis which supports the allegation being made.		
Malicious	There is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.		Details of allegations that are found to have been malicious should be removed from personnel records.

In addition, there is a further outcome type (unfounded) where there is no evidence or proper basis which supports the allegation being made.

- 6.4.10 If an allegation is determined to be unsubstantiated or malicious the DSL should refer the matter to the children's social care services to determine whether the child concerned is in need of services.

If an allegation is shown to be deliberately invented or malicious, the Chief Executive Officer should consider whether any disciplinary action is appropriate for

- a) A student or
- b) The person responsible (where this is another adult)

- 6.4.11 Learning Lessons. At the conclusion of a case a review will take place to determine whether there are any improvements to be made to procedures and practice to help prevent similar events in the future.

6.5 Managing Reports of Child on Child Sexual Violence and Sexual Assaults

- 6.5.1 The initial response to such reports from a child is important. It is essential that all victims are reassured they are being taken seriously and that they are supported and kept safe. The victim should neither feel they are creating a problem nor feel ashamed.

Reports of sexual harassment and sexual violence will be complex however the response should follow:

- Initial report: disclosure management: safeguarding induction training materials
- Risk assessment which considers:
 - The victim, especially their protection and support
 - The alleged perpetrator
 - The other children (and, if appropriate, adult students and staff)
- Further safeguarding decisions:
 - a) Manage internally
 - b) Early help
 - c) Referral to SCB (which may also be in parallel with the referral to the police)

6.6 Escalation Procedures

- 6.6.1 On any occasion where concerns have to be raised with another agency, all personnel should ensure prompt and effective action and that all discussions are clearly recorded. However, where there fails to be a resolution agreed, the DSL will follow the 'Multi Agency Escalation Policy':

http://sthelensscb.proceduresonline.com/chapters/full_contents.html

7. Legal Context

There are key pieces of legislation which should be adhered to when dealing with safeguarding children procedures:

- 7.1 **Keeping Children Safe in Education 2021** is issued under Section 175 of the Education Act 2002, and the Non-Maintained Special School (England) Regulations 2015. Wargrave House must have regard to this statutory guidance and must comply.
- 7.2 **Working Together to Safeguard Children 2018** refers to the duties within the Children Act 2004 and paragraph 3 of the Schedule to the Non-maintained Special Schools Regulations (2015) made under the Education Act 1996.
- 7.3 **The Human Rights Act 1998** give specific rights to every person living in the UK, for example the right to life and freedom from torture and degrading treatment.
- 7.4 **The Data Protection Act 2018** regulates the way in which personal data needs to be handled and therefore protects people's data from being placed in the wrong hands which might make them more vulnerable to abuse. The Data Protection Act 2018 is the UK's implementation of the GDPR.
- 7.5 **The Equality Act 2010** protects people from discrimination and disadvantage due to protected characteristics including: race, gender, disability, sexual orientation, transgender, religion and age.

Refer to 'references and further resources' (page 22) for further information.

Policy Impact

This policy is reviewed at least annually by the DSL and the head teacher. This policy will be updated as needed to ensure it is up-to-date with safeguarding issues as they emerge and evolve, including any lessons learnt.

Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme. The next scheduled review date for this policy is [October 2022](#)

References and Further Resources

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.

ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	All procedures involving the 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.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.

PHE	Public Health England	An executive agency of the Department of Health and Social Care which aims to protect and improve the nation's health and wellbeing.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.

References

Reference 1

Useful Resources

www.sthelens.gov.uk

www.cgc.org.uk

www.safeguardingchildren.org.uk

www.gsc.org.uk

www.dh.gov.uk

www.ascsthelens.co.uk

Websites containing information about resources to support communication with disabled children including:

www.disabilitytoolkit.org.uk designed by practitioners at The Children's Society, this is a one-stop information hub, providing essential resources, information and support that are required by professionals to support disabled children in decision-making and participation activities. This website is fully interactive and encourages users to share their resources, practice and ideas using the upload facility. Currently the database contains information on 45 resources reviewed by practitioners and 17 examples of good practice.

www.ace-centre.org.uk provides support and advice in relation to children and young people with complex physical and communication impairments. The website offers information about assessments, communication technology and other methods of communication and the training available for the people supporting children to communicate.

www.talkingpoint.org.uk I CAN runs a website called 'Talking Point'. This provides a wide range of information about speech, language and communication. The site is for parents and professionals who help children with speech, language and communication needs and includes speech and language information, a glossary, a directory of resources, news, case studies, discussion groups, ask-the-panels write ups and frequently asked questions.

www.callcentre.education.ed.ac.uk provides a wide range of information guidance and resources on how Information Technology can assist disabled children including many free resources about Augmentative and Alternative Communication.

<http://hbr.nya.org.uk> *The Hear by Right* website provides ready access to a range of resources aimed at improving participation for all young people. Many of these resources can be used with no little or no adaptation for disabled children and young people depending on the nature of their impairment. Of particular interest is the standards framework, which has been used to assess the quality of young people's participation across the range of statutory and voluntary organisations.

The Speech Language and Communication Framework developed by The Communication Trust is a comprehensive framework of speech, language and communication skills and knowledge needed by anyone who works with children and young people. It is available to download and can be used as an interactive online tool at www.communicationhelppoint.org.uk. Practitioners and managers can complete an on line

evaluation of current skills and knowledge and identify competencies. The website links to training and resources that will support these competencies. Available to download from: <http://www.ican.org.uk/Communication%20Trust/Downloads.aspx>

Communication, involvement and participation resources (listed in alphabetical order)

A Lot to Say written by Jenny Morris and published by SCOPE is a guide for social workers, personal advisors and others working with disabled children and young people with communication impairments. Available to download from www.scope.org.uk/downloads/action/publications/lotsay.pdf

How it is consists of an image vocabulary for children about feelings, rights and safety, personal care and sexuality. The vocabulary comprises 380 images that are designed to be used as a flexible resource to support children to communicate about their feelings, bodies, rights and basic needs. The pack includes a booklet and CDROM. More information is available from www.howitis.org.uk. Available to purchase from: NSPC Publications & Information Unit, NSPCC 42 Curtain Road, London, EC2A 3NH. Tel. 0207 825 2775. email infounit@nspcc.org.uk.

How to use easy words and pictures produced by the Disability Rights Commission is an Easy Read guide that describes what Easy Read is and why it is needed and used. There is useful advice about how using the right words and pictures makes information easier to understand. Available to download from <http://www.equalityhumanrights.com/en/publicationsandresources/Pages/HowtouseEasyWordsandPictures.aspx>

How to involve children and young people with communication impairments in decision-making is one of the series of 'How to' guides from Participation Works. It covers what is meant by communication, creating the right culture, accessible information, getting to know children and young people, practical suggestions and additional resources. Available to download from www.participationworks.org.uk

I'll Go First newly updated planning and review toolkit designed by with and for disabled children to enable them to communicate their wishes and feelings. The pack includes a series of colourful, hardwearing boards for children to complete with illustrations and electrostatic stickers and topics including keeping safe, review meetings and healthy living. A CDROM version with a range of drag and drop objects, activities, people and feelings allow children to create their own online record of their views, wishes and feelings. Available to purchase from: The Children's Society PACT Project Tel: 01904-639056 or email: pact-yorkshire@childrenssociety.org.uk

In My Shoes is a computer package that helps children and adults with learning disabilities communicate their views, wishes and feelings as well as potentially distressing experiences. It has been used in a wide range of circumstances, including with children who may have been abused and has been used successfully in interviewing vulnerable adults. Further information from <http://www.inmyshoes.org.uk/index.html>

Listen Up produced by Mencap, is a toolkit of multi-media resources to help children and young people with a learning disability complain about the services they use. Available free from Mencap publications, 123 Golden Lane London EC1Y 0RT. Tel: 0207 454 0454.

My Life, My Decisions, My Choice is a set of resources to aid and facilitate decision-making including a poster, set of laminated ring bound cards and a guide for professionals. The resources, produced by The Children's Society were designed with disabled young people and are aimed at young people and the professionals that work with them. Available free to download from: <http://sites.childrenssociety.org.uk/disabilitytoolkit/about/resources.aspx> or in hard copy format from The Disability Advocacy Project Tel: 0207 7613 2886.

Personal Communication Passports are a resource outlining the key principles of making and using communication passports as a way of documenting and presenting information about disabled children and young people who cannot easily speak for themselves. Available from www.callcentre.education.ed.ac.uk where the resources can be explored online before purchasing.

Tel: 0131 651 6236. A website to specifically address questions about planning, creating and using passports can be accessed at www.communicationpassports.org.uk

Ten Top Tips for Participation What disabled young people want This poster is written in words used by young people and gives advice about how to ensure disabled children and young people have a say in decisions, which affect their lives. Available as free download from: http://www.ncb.org.uk/Page.asp?originx_666ui_67604737284116e48a_200835330g

Two Way Street: Communicating with Disabled Children and Young People is a training video and handbook about communicating with disabled children and young people. The video is aimed at all professionals whose role includes communicating with children and was developed in consultation with disabled children and young people. The handbook (also available separately) gives further information and guidance plus details of the main communication systems in current use in the UK and annotated references to good practice publications. Available to purchase from: www.triangle-services.co.uk Tel: 01273 413141. More information available from <http://www.triangle-services.co.uk/index.php?page=publications>

Resources promoting sex and relationship education and personal safety skills:

Protecting you from sexual abuse is a booklet about sexual abuse and the law for young people under 16 years old with a learning disability. Developed by The Home Office and in conjunction with The Downs Syndrome Association, Mencap and Respond the booklet in easy to read format provides information about sexual abuse so that young people can protect themselves and get help if they need it. Available free to download from www.voiceuk.org.uk

Safe: personal safety skills for deaf children is a group work programme on DVD ROM designed to help give deaf children the knowledge, awareness and language they need to stay safe and make better informed life choices. The DVD ROM and practice guide includes sessions on feelings, relationships, differences, bullying, growing up (including sex

education), how to seek help, safety and internet and mobile phone safety. Available to purchase from NSPCC Publications Tel 0207 825 7422 or email publications@nspcc.org.uk

Supporting Victims and Jenny Speaks Out are books in the Books Beyond Words series developed by The Royal College of Psychiatrists, St George's University of London and Voice UK. Each of the books in this series tells a story through colour pictures that include mime and body language to communicate simple explicit messages. *Supporting Victims* is designed for people with learning disabilities and their supporters to understand what will happen when they go to court. It tells the story of Polly who is the victim of an assault. The man she accused is arrested and she is asked to be a witness at his trial. The book shows how the police help Polly to choose the special measures she needs to give evidence in court. *Jenny Speaks Out* is about a disclosure of sexual abuse and shows how the warmth and trust of a carer and friends help Jenny to begin a healing process and a fresh start in her life. Available to purchase from www.voiceuk.org.uk

The Talking Together Series, It's My Right posters and All About Us CDROM form a suite of resources produced by the FPA for parents and staff working with disabled children and disabled young people themselves. Available from <http://www.fpa.org.uk/Shop/Learningdisabilitiespublications>

Living your Life developed by The Shepherd School in Nottingham is a sexuality and relationships education resource aimed at students with special educational needs aged 13 and above. It includes a workbook and photocopiable worksheets to help teachers design, deliver and evaluate a programme of SRE. Available to purchase from Brook http://www.brook.org.uk/content/M8_1_sexrelationships.asp The Shepherd School have also put together a list of useful resources which can be found at <http://www.shepherdschool.org.uk/frames/school/projects/sared-resources.html>

Young Disabled People can... Is a set of posters and booklet which explore the themes of relationships, sexual orientation, becoming a parent, contraception, sexually transmitted infections and access to sexual health services from the point of view of disabled young people. Available to purchase from Brook http://www.brook.org.uk/content/M8_1_sexrelationships.asp

The Sex Education Forum run by The National Children's Bureau aims to ensure the entitlement of all children and young people to SRE in a variety of settings. It provides a wide range of resources including a factsheet on sex and relationship education for disabled children and a useful list of resources. Available to download from http://www.ncb.org.uk/Page.asp?originx_7687bj_34006392250011p99w_20061023242n

In Abuse and Children who are Disabled: Training and Resource Pack (The ABCD Pack) available from Triangle www.triangle-services.co.uk, Marchant suggests considering the following questions when adapting Sex and Relationship Education materials for use with disabled children.

- Why might this message be confusing for a disabled child?
- What kind of safety code would make sense for the individual child?

- How could the materials be made more inclusive?
- Are disabled children included in the text and illustrations? Are they represented positively?
- Is the material itself accessible? How complex is the language? Are signs and symbols used? Is the material available in Braille, audio, large print, video or sub-titling?
- Does the message make sense for disabled children? Does it rely on abilities that the child has? Does it talk about experiences they are familiar with? Does it tackle all forms of infringements of disabled children's rights? Does it confuse issues of intimate care? Can the advice be acted upon? Does it address issues of race, culture and disability?

Becta have produced guidance to assist LSCBs to develop local e-safety strategies. For more information: <http://localauthorities.becta.org.uk/index.php?section=esf>

The National Education Network has an online resource with links to national and international resources to use to develop e-safety policy and procedures for organisations. It also contains teaching resources and advice for children and parents/carers. For more information: http://www.nen.gov.uk/hot_topic

The FPA (Family Planning Association) provides training in sexuality, sexual health and relationships for staff working with disabled people, including young people. In addition the FPA's Speakeasy programme offers parents and carers the opportunity to acquire the skills and confidence they need to talk to their children about sex and sexuality. It is locally organised and can link with educational, community and/or health provisions in a particular area. For more information:

<http://www.fpa.org.uk/Inthecommunity/Professionalswhoworkwithdisabledpeople> ;
<http://www.fpa.org.uk/Inthecommunity/Speakeasy>

Advice and information lines focused on safeguarding of disabled children and services supporting disabled children who are victims of abuse

Ann Craft Trust offers advice on issues relating to the protection of vulnerable children and adults. Provides advice for professionals, parents, carers and other family members on general issues and specific cases. Contact 0115 951 5400 or for more information <http://www.anncrafttrust.org/Advice.html>

NSPCC Child Protection BSL Helpline for deaf or hard of hearing people who are worried about a child or need advice provides access to high quality BSL interpreters within minutes. Contact via ISDN videophone on 0208 463 1148 or online via IP videophone or web cam to nspcc.signvideo.tv

Respond provide a telephone helpline for young people and adults with learning disabilities who are being abused or who are worried about abuse. The service is also available for parents, carers and professionals. Contact the free help line number 0808 808 0700

Triangle provide consultancy working alongside those conducting child protection investigations, including 'facilitated interviews' and supporting the prevention and investigation of institutional abuse and the development of safer practice. Contact: Triangle www.triangle-services.co.uk Tel: 01273 413141

Voice UK gives support, information and advice for disabled young victims and witnesses of crime and abuse, their families and carers and professionals. Contact the free help line number 0845 122 8695 or email helpline@voice.org.uk

Reference 2

European Charter for Persons with Autism

People with autism should share the same rights and privileges enjoyed by all the European population where such are appropriate and in the best interests of the person with autism.

These rights should be enhanced, protected and enforced by appropriate legislation in each state.

The United Nations declaration on the Rights of Mentally Retarded Persons (1971) and the Rights of Handicapped Persons (1975) and other relevant declarations on human rights should be considered and in particular, for people with autism the following should be included:

1. The right of people with autism to live independent and full lives to the limit of their potential
2. The right of people with autism to an accessible, unbiased and accurate clinical diagnosis and assessment
3. The right of people with autism to accessible and appropriate education
4. The right of people with autism (and their representatives) to be involved in all decisions affecting their future; the wishes of the individual must be, as far as possible, ascertained and respected
5. The right of people with autism to accessible and suitable housing
6. The right of people with autism to the equipment, assistance and support services necessary to live a fully productive life with dignity and independence
7. The right of people with autism to an income or wage sufficient to provide adequate food, clothing, accommodation and the other necessities of life
8. The right of people with autism to participate, as far as possible, in the development and management of services provided for their wellbeing
9. The right of people with autism to appropriate counselling and care for their physical, mental and spiritual health; this includes the provision of appropriate treatment and medication administered in the best interest of the individual with all protective measures taken
10. The right of people with autism to meaningful employment and vocational training without discrimination or stereotype; training and employment should have regard to the ability and choice of the individual
11. The right of people with autism to accessible transport and freedom of movement

12. The right of people with autism to participate in and benefit from culture, entertainment, recreation and sport
13. The right of people with autism of equal access to and use of all facilities, services and activities in the community
14. The right of people with autism to sexual and other relationships, including marriage, without exploitation or coercion
15. The right of people with autism (and their representatives) to legal representation and assistance and to the full protection of all legal rights
16. The right of people with autism to freedom from fear or threat of unwarranted incarceration in psychiatric hospitals or any other restrictive institution
17. The right of people with autism to freedom from abusive physical treatment or neglect
18. The right of people with autism to freedom from pharmacological abuse or misuse
19. The right of access of people with autism (and their representatives) to all information contained in their personal, medical, psychological, psychiatric and educational records.

Presented at the 4th Autism-Europe Congress, Den Haag, 10 May 1992.

Adopted as a Written Declaration by the European Parliament on May 9th, 1996.

Autism-Europe, Avenue Van Becelaere 26B, bte 21, B - 1170 Bruxelles, Belgium

Phone: +32 2 675 75 05

Fax: +32 2 675 72 70

E-mail: autisme.europe@arcadis.be

Website: www.autismeurope.arc.be

Appendix 1

Wargrave House School & College
CAUSE FOR CONCERN

schoolpod News: [School Workforce Census Now Live](#)

Mr R Gimmer | Contact | Positive Behaviour | Maintenance | **Cause for Concern** | Daily Logs | School/College | Therapy Referral Request | Referral Notes | Suitability Assessment | Attendance | Learning log input | On Report

Description

Subject: Please select a subject | Status: Open | Location: Admin Office F17

Date: 06 Nov 2020 | Time: 8:50 | am

Person to be Notified

☐ Notify Sarah Powell ☐ Notify Stuart Jamieson
☐ Notify Ian Dickson ☐ Notify Natalie Molyneux
☐ Notify Robert Richardson

Persons Present

☐ Staff (1) ☐ Student (1) ☐ Other person (1)
☐ Staff (2) ☐ Student (2) ☐ Other person (2)
☐ Staff (3) ☐ Student (3) ☐ Other person (3)
☐ Staff (4) ☐ Student (4) ☐ Other person (4)

Body Map

☐ Body map

What Did You Do?

☐ Who ☐ What ☐ When

Person to be notified (Historical)

☐ Notify Christine Powell (Historical)
☐ Notify Michelle Heneghan (Historical)
☐ Notify Susan Bridges (Historical)

Cancel Print Save & Close

Appendix 2

Wargrave House School & College
CAUSE FOR CONCERN

schoolpod News: [School Workforce Census Now Live + User Highlights for news and tips](#)

Ms K Brown | Contact | Maintenance | **Cause for Concern** | Therapy Referral Request | Accident Book | Student Staff | IT Helpdesk | **Welfare Log** | Medication Incident

Slip

Student: Please select a student | Staff: Brown Kirsty

Date: 11 Nov 2021 | Date

CC: [Click Here to Inform Others](#)

Information

☐ Date of initiating CFC

- This record has been initiated to track provision for an individual's welfare and safety following a 'Cause for Concern' report.
- This record DOES NOT REPLACE further 'Cause for Concern' reports for additional issues or more serious concerns.
- Provide accurate, observed information. Do not make judgements, keep to the facts.
- If you reference any other documents e.g. home/school liaison books, please see a member of the admin team to ensure the document is correctly stored on School Pod.

If you are in any doubt, speak to a Designated/Deputy Safeguarding Lead immediately

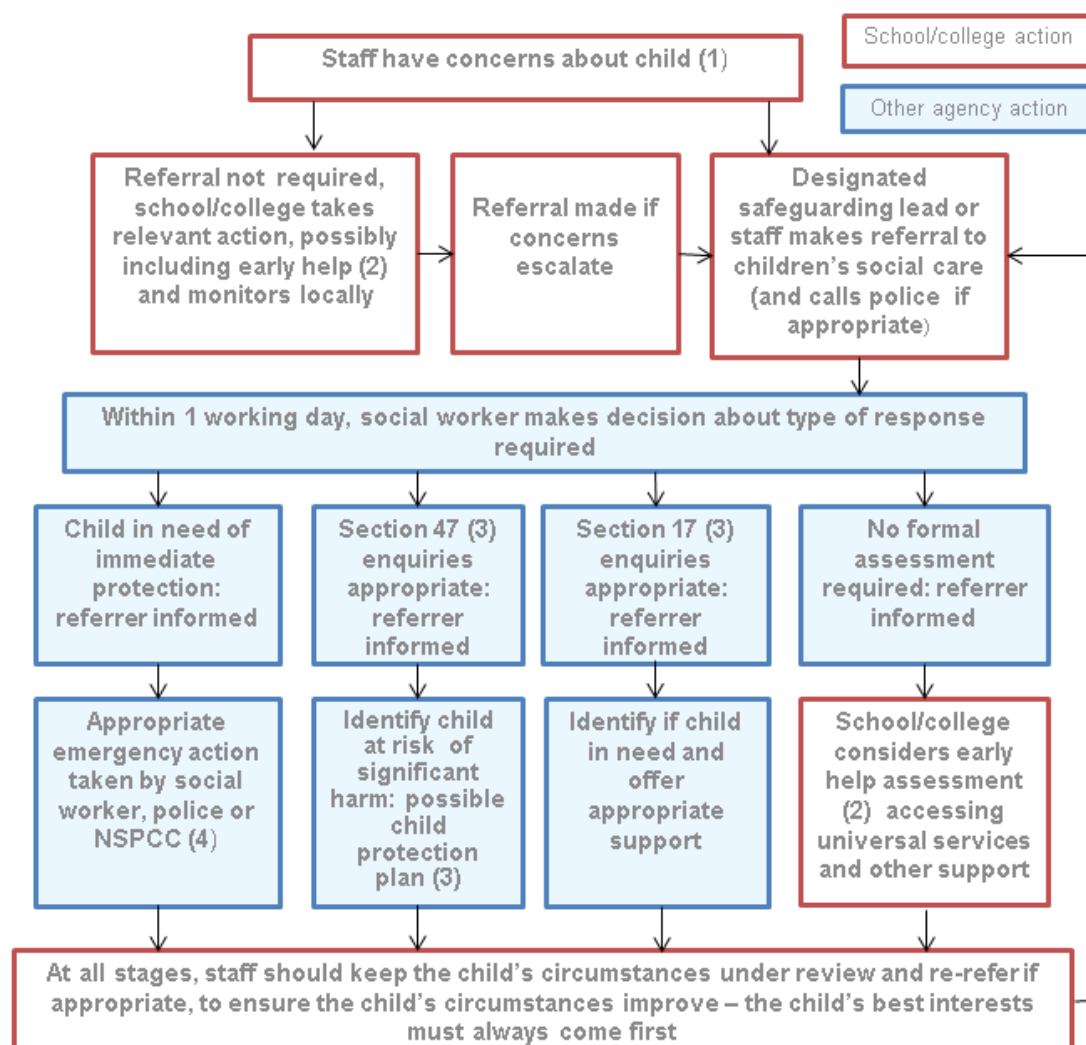
Log

☐ Concern/Observation

Cancel Print Save & Close

Appendix 3a

Actions where there are concerns about a child

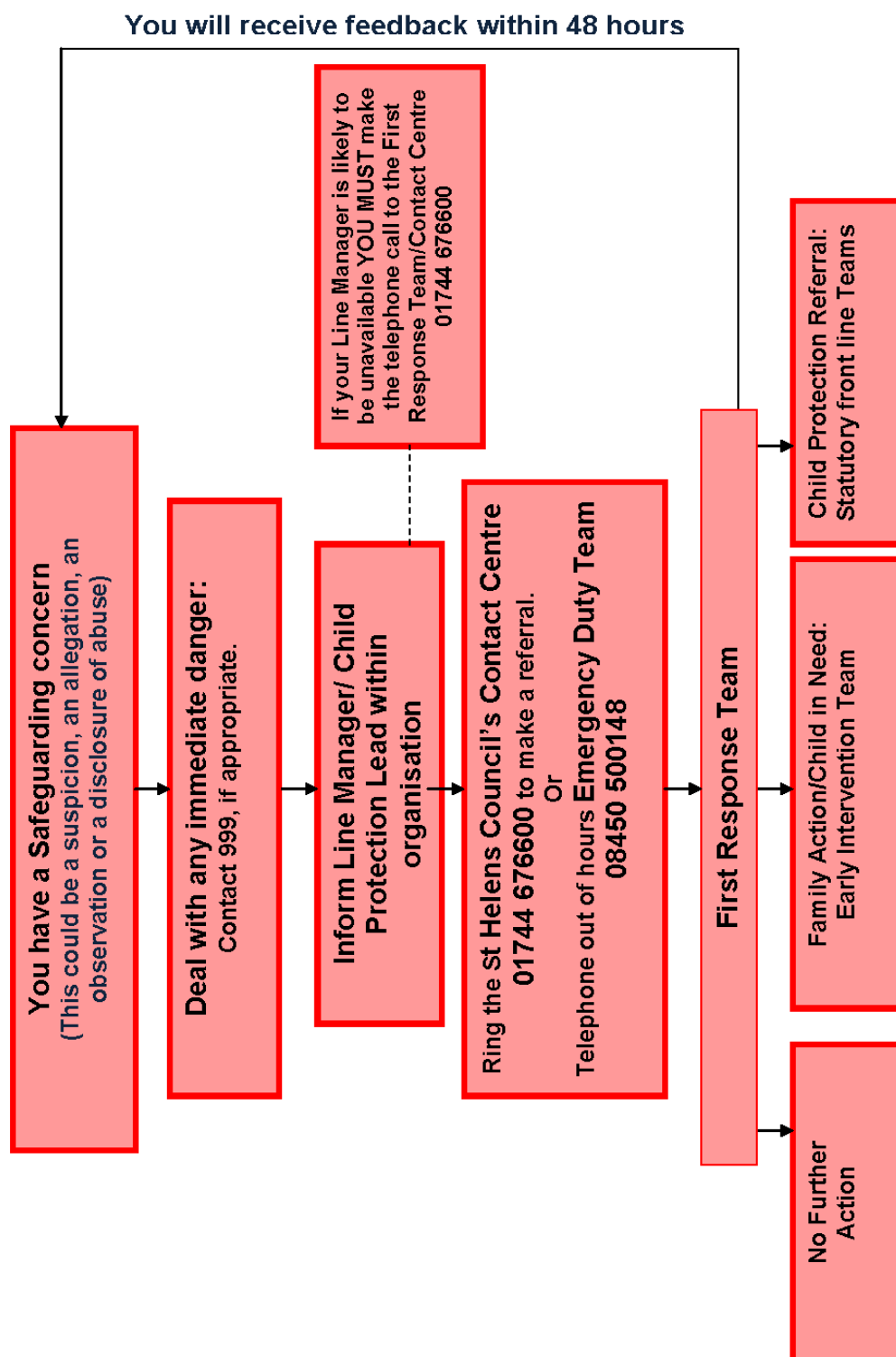


1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children
4. This could include applying for an Emergency Protection Order (EPO).

Appendix 3b



St Helens Multi-Agency LSCB:
Process for reporting concerns about Children (Under 18)



Appendix 4

St Helens Children and Young Peoples Service Request Form

Guidance

Any concerns which are not of an immediate Child Protection nature should be discussed or escalated within your **own agency** or setting before you consider a referral. (e.g. discussion with the Designated Safeguarding Lead or Line Manager)

Before you make a referral consider the following first:

- Have you discussed your concerns with the family?
- Is there any additional support/signposting that you could offer which would reduce or manage the concerns?
- Have you considered completing a Common Assessment Form (CAF)/convening a Family Action Meeting (FAM)?

Following consideration of the above, all referrals require the completion of a Service Request Form. Failure to submit the form within **24 hours** of contacting the contact centre will result in the referral being **closed**.

Please make it clear on the referral whether you are requesting a service or providing information only. Please note that information only may not be screened, and may be closed with no further action taken.

Parent/carers must be notified that a referral will be made. Professionals are unable to remain anonymous.

Non-child protection referrals received without a completed Service Request form and without the parent/carer being informed, may not be accepted. If you are unable to inform parent/carer you must record on the Service Request form the reasons why.

Please note that **all sections** of the Service Request Form need to be completed. If all sections are not completed this may lead to the form being **returned** to the referrer with the request for additional information to be provided. Note; the contact will not be generated until this information has been provided. If the form is not returned within 24 hours, the contact will be closed.

Where possible, up to date contact numbers are to be provided for parent/carers.

Within the signs of safety all sections need to be completed and in the 'what needs to happen' section, specific requests are to be made. What do you want CYPS to do with the information?

Child Protection Concerns:

Child Protection Concerns must be rung through to the Contact Centre Adult & Children Team on 01744 676600 without delay and followed up in writing within 24 hours of making the call.

If a disclosure is made, where possible details of the date, time, person involved are to be gained. Does the child/young person have a mark or bruise? Are they scared to go home?

You must ensure parent/carers have been informed of referral unless there is evidence of significant harm or it is clear that to inform them would put the child/children at greater risk of harm.

Date Service Request Form completed:				
Has consent been gained and parent/carers notified of the referral?				
If Yes, with who				
If No, why not. (Your referral may not be accepted)				
Has a CAF Assessment been completed?				
If No, why not?				
If Yes, please attach alongside referral				
Has a CAF assessment been completed in the last 12 months?				
If Yes, what date?			If No, why not?	
Please indicate, are you requesting a service from CYPS or providing information only?				
Service:			Information only:	
Name of referrer	Service		Contact Number/Address	
Name of Parent/Carer	D.O.B.	Parent/Carer Contact Details	Parent/Carer Address	
Name of child/ren	D.O.B	Address	Relationship	School/Nursery
Home language	Disability		Religion	Ethnicity

Reason for request to social care.	
<ul style="list-style-type: none"> • Ensure the reason for the request is clearly explained and that the evidence for the concerns is stated, distinguish fact and opinion? • What have you done to address/reduce the concerns? • What do you hope to achieve from the referral? • What was the parents/carers response/attitude to you making this referral? • What is your analysis of the current situation? 	
Signs of Safety	
What are we worried about?	
What is working well?	
What needs to happen?	
Views of the child?	
Views of parents/carers?	

Other professionals known to have current or past involvement with the family. (Please star if involvement is current) To avoid repetition you may write "refer to the CAF" if the information has been included and completed within the last 3 months.		
Agency	Name	Address/contact details
Name of Lead Professional (if one in place)		Address/contact details

Signed by young person/parent/carer

Dated

Level on Continuum of Need at time of request

Please email the completed Service Request form to the Contact Centre:**adultandchildrenteam@sthelens.gov.uk**

Appendix 5a**SAFEGUARDING FILE TRANSFER RECORD AND RECEIPT**

PART 1: To be completed by sending/transferring school or college

NAME OF CHILD:	Former Student
DOB:	
NAME OF SCHOOL SENDING CP FILE:	Wargrave House School & College
ADDRESS OF SENDING SCHOOL:	449 Wargrave Road Newton-le-Willows Merseyside WA12 8RS
METHOD OF DELIVERY:	BY HAND SECURE POST ELECTRONICALLY
DATE FILE SENT:	
NAME OF DSL TRANSFERRING FILE:	
NAME OF PERSON TRANSFERRING TO:	
SIGNATURE:	

PART 2: To be completed by receiving school or college

NAME OF SCHOOL RECEIVING FILE:	
ADDRESS:	
DATE RECEIVED:	
NAME OF PERSON RECEIVING FILE:	
DATE CONFIRMATION OF RECEIPT SENT:	
SIGNATURE:	

Receiving School: Please complete Part 2 and return this form to the Designated Safeguarding Lead listed in Part 1 above. You are advised to keep a copy for your own reference.

Appendix 5b

PRIVATE & CONFIDENTIAL

Headteacher
Designated Safeguarding Lead

Dear

Former Student dob: xxxx

As per the requirements of the Keeping Children Safe in Education guidance, please find enclosed the safeguarding records for the above named child who will be joining you in xxxx.

I would be grateful if you would complete the attached safeguarding file transfer record and return to me in the SAE provided.

If you have any queries regarding this, please do not hesitate to contact me at school.

Yours sincerely

Stuart Jamieson
Head of Education
Designated Safeguarding and Prevent Lead
stuartjamieson@wargravehouse.com

Enc

Appendix 6



Police Ref No		Date	
Childs name, age and DOB			
Date and Time of incident Address			
Circumstances of incident			
Additions school information including other operation encompass calls			
Action taken and impact			

Appendix 7

Wargrave House

Record of Authorised Student Search

Details of Student Searched

Name:		Date of Birth:	
Class:		Year Group:	
Ethnicity:		Sex:	

Grounds of Suspicion:

Time:		Place:	
--------------	--	---------------	--

Who carried out search
(SMT only):

Consent given:

Please

Consent refused:

tick appropriate

Who else was present
during searchWhat, if any, reasonable
force was used, and if so
why.

**Additional Record
to be made in
Record of Physical
Intervention**

Describe how the search
began and progressedWhat was the student's
response to being
searched and how did staff
managed that response
(e.g. steps taken to calm
the student)

Outcomes

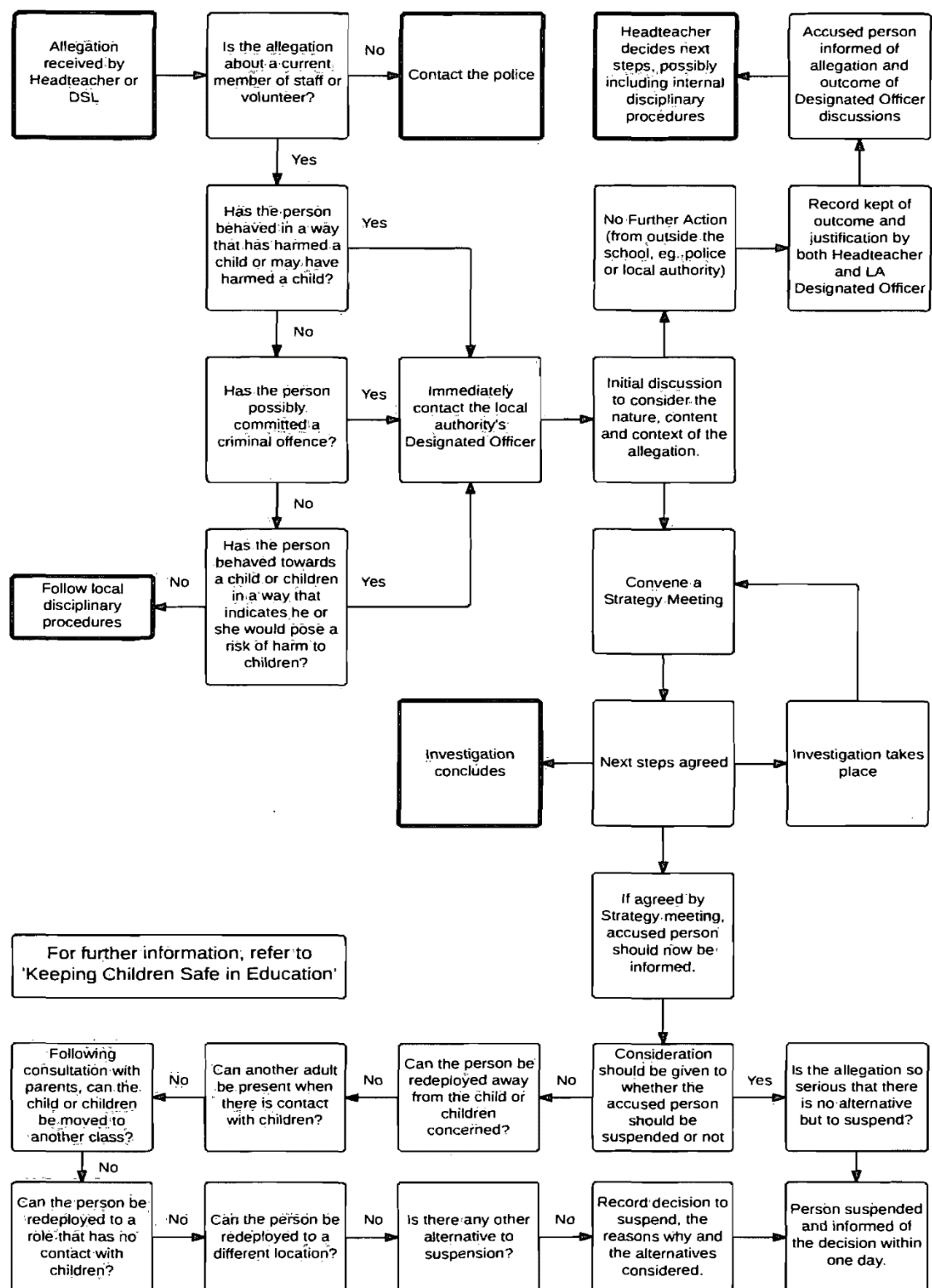
Follow up actions

Signatures

Student		Date:
Person who searched	Print Name	Date:
Witness	Print Name	Date:
Countersigned	Print Name	Date:

Appendix 8

Flowchart for the initial management of allegations about staff or volunteers

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