



WEST KIRBY SCHOOL AND COLLEGE

Safeguarding Children and Child Protection Policy

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West Kirby School and College
Safeguarding Children and Child Protection Policy
Safeguarding Children in Education

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West Kirby School and College
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Safeguarding children in education

Section 1

Introduction

WKS is a large sized non-maintained day and residential special school for boys and girls aged between 5 and 19. Pupils have a wide range of complex special educational needs which can make them more vulnerable and susceptible to abuse and neglect. Their wellbeing needs reinforce the importance of careful and thorough assessment of their needs. Our catchment area extends throughout the UK, and as such we work with a number of different local authorities.

The school has a leadership team consisting of the Principal, Vice Principal, Business Manager and Head of Clinical Services.

WKS is a health promoting school, with everyone committed to the outcomes set in the Children Act 2004: Keeping Safe, Being Healthy, Enjoying and achieving, Making a Contribution and Achieving Social and Economic Wellbeing

A shared objective

WKS fully recognises its responsibilities to help keep children safe by contributing to:

- Providing a safe environment for children to live and learn in;
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are safe both here, at home and in the local community.

The Safeguarding Children and Child Protection Policy applies to all staff, governors and volunteers working in the school. There are five elements to ensure in the policy.

These are:

1. Preventing unsuitable people working with children by ensuring we practise safe and robust recruitment procedures
2. Promoting safe practice and challenging poor and unsafe practice by having effective policies and procedures in place for developing and implementing reporting procedures related to suspected cases of abuse
3. Ensuring children who are vulnerable, or at risk, are identified, supported and appropriate action is taken to keep them safe by raising the profile of safeguarding, and working to equip children with the skills they need to keep themselves safe
4. Providing a safe living and learning environment where children and young people can develop, feel safe and are encouraged to have a voice, with their views listened to and action taken when necessary

5. Contributing to effective partnership working between all those involved with providing services for children and young people by supporting pupils who have been abused in accordance with his/her agreed child protection plan

In keeping with safeguarding guidelines we will:

- Follow all guidelines set out in relevant legislation so that we can be assured that staff have guidance about a variety of issues that relate to keeping children safe from abuse and neglect. Issues include workplace placements, abuse of trust, physical contact and physical intervention, educating children through the PSHE curriculum, listening to children, and some issues that can make children more vulnerable or could be regarded as abuse
- Ensure that the broad areas of responsibility for the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead(s) (DDSL) relating to referrals, training and raising awareness are in place and followed as set out in safeguarding guidelines, so that staff know their responsibilities in being alert to signs of abuse and in referring them
- Ensure that we have a nominated governor who is aware of safeguarding responsibilities.
- Ensure that the school will access local Wirral based, and relevant national training in regard to safeguarding practices, in particular; CSE (Child Sexual Exploitation), CCE (Child Criminal Exploitation, Prevent Duty requirements, online safety and DSL training to include on-going updates
- Complete a risk assessment, as required, by localised Prevent Duty requirements (via local Prevent worker, etc.) subject to local training and direction

WKS fully recognises that every child has the right to grow up in a safe and secure environment where they are protected from harm and have the chance to fulfil their potential. All those working with children have a duty to do everything they can to ensure that this is the outcome for all children. The school will therefore liaise with other children's support services e.g. Social Care, Child and Adolescent Mental Health Service (CAMHS), Education Welfare Service and Education Psychology Service.

We recognise that children who have been abused or witness violence may find it difficult to develop a sense of worth. They may feel helpless, humiliation and have some sense of blame. The school may be the only stable, secure, predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the pupil by:

- The content of the curriculum (including residential care focus on the 24 hour curriculum)
- The school ethos, which promotes a positive, supportive and secure environment wherein the pupil feels a sense of worth
- The school behaviour policy which is aimed at valuing and supporting vulnerable pupils in the school and residential care setting, but ensuring that the pupil knows that whilst s/he is not to blame for the abuse, certain behaviours are unacceptable.
- Liaison with other agencies that support pupils (education, health, social care, CAMHS, psychology service, police etc.)
- Ensuring that relevant documentation, when children are subject to a child protection plan, is transferred when children move on from the school

- Ensuring relevant staff attend conferences and meetings

WKS recognises that because of our day-to-day contact with children, staff are well placed to observe the outward signs of abuse.

All staff working with children and families will:

- Communicate with the child in a way that is appropriate to their age, understanding and preference
- Establish rapport and respectful trusting relationships with children, young people and those caring for them
- Ensure that children know that there are adults in, or away from the school that they can talk to about their worries, or concerns about themselves or others (including but not inclusive of Peer on Peer abuse. Prevent, CSE, CCE, E-Safety and FII – Fabricated or induced illness)
- Include opportunities within the curriculum in school and on residential care to help them develop skills , particularly relating to keeping safe from abuse, Per on Peer, CSE, CCE, Prevent E-Safety and FII
- Ensure that children are familiar with policies and statements such as anti-bullying, complaints, behaviour, child protection, CSE, CCE, Prevent, British Values, E-Safety, etc
- Provide children with leaflets and ensure they are informed of where “help lines are displayed”, and where they can seek advice and support (including confidential advice from an independent representative)
- Ensure that parents/carers are familiar with the responsibility placed on the school and staff by setting out our obligations in the school prospectus and making the Safeguarding Children and Child Protection Policy is available on the school website

All staff will also be:

- Familiar with school policies and child protection procedures that safeguard children, and know how to refer a concern about a child’s welfare; how to record in writing all concerns, discussions about the child, decisions made and the reasons behind them, including notification systems. e.g. First day contact for a child who is on the child protection register
- Attend induction and annual refresher training in; Safeguarding and Child Protection, CSE and Prevent
- Committed to the concept that early identification and early help leads to better outcomes for children; staff will therefore raise concerns with DSL/DDSL even if the concern appears minor
- Familiar with the assessment framework, which underpins the process of assessing need, planning services and reviewing the effectiveness of service provision for children and families
- Aware of professional standards of behaviour, including WKS staff ‘code of conduct’, DfE ‘Safer Working Practice’ guidance (July 2018) and the Teacher Misconduct guidance (DfE October 2015, Updated 2018). Staff should bear in mind that behaviour that falls below these standards may result in disciplinary action, even if the behaviour occurred outside the school

Section 2

Further information

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Key CSE documents include the Wirral LSCB screening tool, referral form and practice guidance.

County Lines – Child Criminal Exploitation

What is Child Criminal Exploitation?

While there is still no legal definition of 'Child Criminal Exploitation' or CCE, it is increasingly being recognised as a major factor behind crime in communities across Merseyside and the UK, while also simultaneously victimising vulnerable young people and leaving them at risk of harm.

CCE often occurs without the victim being aware that they are being exploited and involves young people being encouraged, cajoled or threatened to carry out crime for the benefit of others. In return they are offered friendship or peer acceptance, but also cigarettes, drugs (especially cannabis), alcohol or even food and accommodation.

Children as young as 10 or 11 are being groomed to enter gangs and commit crime on behalf of older criminals. These young people are being exploited and, by being persuaded or lured into carrying out illegal activities, often with the promise of something they desire as a reward, they become incredibly vulnerable.

Victims of CCE are often fearful of getting into trouble themselves – for the very actions they have been exploited into carrying out – so it can also be difficult to get these young people to come forward and speak out about their situation

What is County Lines?

County lines is a term used to describe gangs, groups or drug networks that supply drugs from urban to suburban areas across the country, including market and coastal towns, using dedicated mobile phone lines or 'deal lines'. They exploit children and vulnerable adults to move the drugs and money to and from the urban area, and to store the drugs in local markets. They will often use intimidation, violence and weapons, including knives, corrosives and firearms.

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and voluntary and community sector organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

Spotting the Signs

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

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

A Spotting the signs poster can be downloaded below:



Merseyside Police

The North West Regional Organised Crime Unit (TITAN), has launched a regional campaign to publicise the issue of ‘County Lines’. The campaign is being developed to create a multi-agency approach which targets young people, parents, general public, care home staff, Merseyside Police Officers / staff, health care professionals and teachers to create a talking point about the signs and triggers of vulnerable adults and young people being exploited to deliver drugs, and the relevant reporting mechanisms.

The victims can be anyone in the community, as young as 10 or as old as 90, criminal gangs exploit vulnerability in all its forms to aid their activities. It can only be combatted if the public understand what it is, knows how to spot the signs and knows what to do if they think a person they know is being exploited. Intelligence from our communities is key to the police taking out the gangs responsible for this exportation of crime and exploitation of the vulnerable

Local forces and Titan have joined together with Crimestoppers to raise awareness of the signs and symptoms to look out for and how the public can help by sharing information anonymously.

Reporting Concerns

Professionals should follow their usual safeguarding procedures. Safeguarding concerns about children and young people should be reported into the **Integrated Front Door**

Intelligence and information about crimes can be reported anonymously to Crimestoppers on **0800 555111** or by phoning the police on **101**

Discontinuation of the PAiR system

Merseyside Police have a nationwide Crimestoppers telephone number which colleagues from partner agencies and members of the public can use to report intelligence. Crimestoppers is well established and replaces the PAiR (Partnership Automated Intelligence Reporting) system which has now been discontinued.

Merseyside Police have published a short video about the decommissioning of the PAiR system and the use of Crimestoppers. It is designed for all multi-agency professionals and can be viewed below or downloaded to be used in agencies.

The Crimestoppers number is **0800 555 111** (website: <https://crimestoppers-uk.org/>). Crimestoppers can be used to report intelligence which will support action to combat CSE, such as information about suspected perpetrators. However, it must not be used to report safeguarding concerns about individual children. These must be reported to the Integrated Front Door (**0151 606 2008**) in line with safeguarding procedures.

Peer on Peer abuse

DfE guidance Keeping Children Safe in Education (2016) says that “governing bodies should ensure that there are procedures in place to handle allegations against other children”. The guidance also states the importance of minimising the risks of peer-on- peer abuse.

In most instances, the conduct of students towards each other will be covered by the school’s behaviour policy. However some allegations might be of such a serious nature that they become safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation; however we are aware that the abuse may take any form.

Definition

The definition for domestic abuse (Home Office 2013) relates to young people aged 16 and 17 who experience physical, emotional, sexual and/or financial abuse, and coercive control, in their intimate relationships

The definition for child sexual exploitation (DCSF 2009) captures young people aged under-18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age – including another young person

The definition for young people who display harmful sexual behaviour refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development.

Serious youth violence is defined with reference to offences (as opposed to relationships/contexts) and captures all those of the most serious in nature including murder, rape and GBH between young people under-18

The safeguarding implications of sexual activity between young people

The intervention of child protection agencies in situations involving sexual activity between children can require professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation

Prevention

At West Kirby School we will minimise the risk of allegations against other pupils by:

- Providing PHSE as part of the curriculum, which will help students develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.
- Having effective systems within our school for students to be able to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be looked into and addressed
- Liaising and working with other professionals to develop robust risk assessments for pupils that are identified as posing a potential risk to other students
- Liaising with specialists to deliver appropriate targeted work to pupils identified as being at potential risk

Allegations against other pupils (safeguarding issues)

Allegations of abuse or that are a safeguarding concern maybe made against other students within our setting. These may include allegations of physical abuse, emotional abuse, sexual abuse and sexual exploitation. Safeguarding concerns or reports of abuse in any form may be made against students in our setting It may also be considered a safeguarding issue if the allegation:

- Is being made against an older pupil and refers to their behaviour towards a younger or more vulnerable pupil
- Is of a possible criminal nature
- Puts other pupils in the school at risk, or raises the risk factor for others
- Indicates that other pupils may have been harmed or be at risk or harm
- Includes bullying (under the definition of emotional abuse) or intimidation Managing allegations against other pupils (peer on peer abuse)

Specific safeguarding issues against another student may include:

Physical abuse:

- Pre-planned violence
- Physical altercations
- Forcing other to carry out violence
- Forcing others to use drugs, alcohol or other substances

Emotional abuse:

- Bullying
- Threats and Intimidation
- Blackmail/extortion

Sexual abuse:

- Sexual assault
- Indecent exposure

- Indecent touching
- Showing pornography to others
- Forcing others to create/share/download indecent images
- Sexting (see full guidance)

Sexual exploitation:

- Encouraging/enticing other pupils to engage in inappropriate sexual behaviour
- Photographing or videoing other children performing indecent acts
- Sharing images through social media

Procedure

- When an allegation is made by a pupil against another student, which is of a safeguarding nature it should be reported to the designated safeguarding lead (DSL) as soon as possible
- A factual record must be kept (as normal safeguarding child protection procedures) and updated with all actions and outcomes
- The incident should not be investigated at this time
- The DSL will contact the MASH to discuss the case, and make a formal referral where appropriate
- If the allegation indicates that a potential crime has taken place the MASH will refer the case to the police
- Parents of both the alleged victim and the student being complained about should be informed, this should be discussed during the consultation with the MASH
- A risk assessment will be considered at this time to protect all parties involved
- It may be appropriate to exclude the alleged culprit against whom the report has been made for a fixed time in line with our schools behaviour policy and procedures and dependent on the individual's age.
- Police and social care will lead any investigation, however, where neither police nor social care thresholds are met, the School will then undertake a thorough investigation following our policies and procedures.
- A risk assessment will be considered along with an appropriate supervision / behaviour plan.
- Support should be given to all student involved, and they should be involved in the relevant meetings and sign and agree to the plans that are set.
- The plan should be monitored and review dates set.

If allegations made directly to other agencies

In some circumstances parent or the alleged victims will report directly to other agencies. In these cases (if not police or social care) these agencies should make referrals to the MASH or the police. MASH or police should liaise directly with the DSL for the school to inform them of the situation, or liaise with a member of the Designated Officer (LADO) and schools safeguarding team who will contact the DSL with the information.

All professional involved can support with the risk assessment and management of such allegations.

Police action and responsibility

- The Police will make an assessment on a case by case basis as to the legality, proportionality and necessity to share information with partner agencies, including schools.
- Where a report is made concerning a school-age child, and the school / educational establishment is already involved, the police should keep the DSL for that setting updated with developments in the case and police officer / staff dealing with the matter.
- Where a report is made concerning a school-age child and the school / educational establishment is not already involved, the police must always give active consideration to sharing relevant information with the setting. This will ensure that the setting can take necessary measures to ensure the safety of the children involved and others they may come into contact with. The decision on appropriate measures to take should be made by the setting with support from the police as necessary.
- In the case of police or court bail conditions for safeguarding cases, the police must notify the setting of the conditions which are relevant to keep the child and others safe in the setting.
- If a report indicates a safeguarding concern regarding a child or a risk they may pose to others, the presumption is the report will be shared with those who need to know to help keep children safe. A review strategy meeting may be the most appropriate way of communicating and agreeing a suitable course of action.

Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Indicators

The key indicators that a girl or young woman is potentially at risk of FGM are:

- One or both parents come from an ethnic group that traditionally practices FGM
- Her mother has had FGM

BUT do not assume that all women who have experienced FGM or all men from affected communities will support the practice.

The girl should be viewed as at increased risk if:

- An older sister has had FGM
- Female cousins of a similar age have undergone FGM
- The mother (and / or father) has requested re-infibulation following delivery
- The parents express views which show that they value the practice

- The girl is withdrawn from all teaching classes on Personal, Social or Health Education

The level of integration within UK society is also significant. It is believed that communities less integrated into British society are more likely to continue the practice.

There is a range of potential indicators and warning signs that FGM may be about to take place, or may have already taken place that can be found on pages 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (p42-44) focuses on the role of schools and colleges.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where a teacher /staff discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

Mandatory Reporting Duty (31st October 2015)

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers/staff to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty states teachers/all staff must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher/staff has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an

extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff, including residential care staff, should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent Duty

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty, however WKS has a separate Prevent Policy 2018
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs)
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is

also important that schools teach pupils about online safety more generally. WKS employs a system called 'Securus' which protects and monitors all ICT usage on all computers and we are covered by Wirral security and filtering service

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

Channel

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to co-operate with local Channel panels.

Wirral (WSCB) Local Support - September 2018

The Merseyside Police contact for Wirral is Sgt Darren Taylor: Darren.F.Taylor@merseyside.police.uk
The Channel lead for the Local Authority is Kerry Mehta, Head of Safeguarding Children: kerrymehta@wirral.gov.uk.

To make a referral into the Wirral Channel panel professionals should use the Channel Panel Referral and Assessment form which can be accessed here:

[Channel Panel Referral and Assessment Form](#)

Please note that referral into the Channel Panel does not replace usual safeguarding reporting procedures which must always be used if you believe a child, young person or adult is at risk of harm, abuse or neglect.

Understanding and Recognising Risks and Vulnerabilities of Radicalisation

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means.

These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause **[Significant Harm](#)**.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

These can include:

- **Identity Crisis** – Distance from cultural / religious heritage and uncomfortable with their place in the society around them;
- **Personal Crisis** – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging;
- **Personal Circumstances** – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- **Unmet aspirations** – Perceptions of injustice; feeling of failure; rejection of community values;
- **Criminality** – Experiences of imprisonment; previous involvement with criminal groups.

However those closest to the individual may first notice the following changes of behaviour:

- General changes of mood, patterns of behaviour, secrecy;
- Changes of friends and mode of dress;
- Use of inappropriate language;
- Possession of violent extremist literature;
- The expression of extremist views;
- Advocating violent actions and means;
- Association with known extremists;
- Seeking to recruit others to an extremist ideology.

There an obvious difference between espousing radical and extreme views and acting on them and practitioners should ensure that assessments place behaviour in the family and social context of the young person and include information about the young person's peer group and conduct and behaviour at school. Holding radical or extreme views is not illegal, but inciting a person to commit an act in the name of any belief is in itself an offence.

Fabricated or Induced Illness (FII)

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. FII is also known as Munchausen's syndrome by proxy. [Munchausen's syndrome](#), also known as factitious disorder, is a condition where a person pretends to be ill or causes illness or injury to themselves. However, healthcare professionals in the UK prefer to use the term fabricated or induced illness, or factitious disorder imposed on another. This is because the term Munchausen's syndrome by proxy places the emphasis on the person carrying out the abuse, rather than the victim. The term Munchausen's syndrome by proxy is still widely used in other countries.

Behaviours in FII

The term FII covers a wide range of cases and behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness. Behaviours in FII include:

- a parent or other carer who convinces their child they are ill when they are perfectly healthy
- a parent or other carer who exaggerates or lies about their child's symptoms
- a parent or other carer who manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples to suggest the child has diabetes
- a parent or other carer who deliberately induces symptoms of illness – for example, by poisoning her child with unnecessary medication or other substances

Learn more about the [signs of fabricated or induced illness](#).

Read more about the possible [causes of fabricated or induced illness](#).

Read more about [diagnosing fabricated or induced illness](#).

If you suspect that someone you know may be fabricating or inducing illness in their child, it's not recommended that you confront them directly. A direct confrontation is unlikely to make a person admit to wrongdoing, and it may give them the opportunity to dispose of any evidence of abuse. You can contact your local social services department or telephone the NSPCC's child protection helpline, which is open 24 hours a day, seven days a week, on 0808 800 5000.

Child Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period or have been permanently excluded

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

Contact:

Children Missing Education Officer (Referrals) Karen Barry

Tel: 0151 666 4966

0151 637 6287 ESWs

E-mail: karenbarry@wirral.gov.uk

Education Social Welfare Service Manager / Designated CME Lead Mike Clarke

Tel: 0151 666 4934

0151 637 6287 ESWS

Email: mikeclarke@wirral.gov.uk

Appendices

Appendix 1

Dealing with disclosures, and making a referral

A disclosure is something that is said, or written by a child or someone else that indicates that they are suffering, or are likely to suffer, serious harm.

TO DO NOTHING IS NOT AN OPTION

- Listen to the child – don't promise confidentiality
- Seek a quiet area to talk to the child
- Be reassuring – be accepting not judgemental
- Be encouraging – not leading
- Child only needs to tell the story once – make a note as soon as possible. Record exactly what the child said, and how you responded
- The child might need medical intervention. Injuries would be reported as a matter of course to the school nurse who would ensure the child receives appropriate treatment and support. They would draw up a body map and record the circumstances on the child's health care plan. Advice would be sought immediately from Children's Social Care Agency
- Refer immediately to Designated Safeguarding Lead (DSL) or Deputy/Designated Safeguarding Lead (DDSL) who will then where appropriate contact Children's Social Services, backing up in

writing reasons for referral, and including all relevant information that is available about the child. A detailed record is compiled, and co-ordinated by the DSL/DDSL outlining information known by the school about the child (SEN, age, address, family structure etc), whose full role is outlined in Appendix 3. If on residential Care refer to care based DDSL or DSL/DDSL who will be on call at all times

- At all times the child should be supported at the school, with staff informed on “a need to know basis” that a sensitive situation concerning the child has occurred which is being dealt with.
- The DSL/DDSL will seek guidance from social care services, and an agreement will be made as to who will inform parents/carers
- An agreement will be made as to who will keep the child informed and who will help them to make sure that they are safe

If a child wants to confide in you, you SHOULD:

- Be accessible and receptive
- Listen carefully and uncritically, at the child’s pace
- Take what is said seriously
- Reassure children that they are right to tell
- Tell the child that you must share the information
- Make sure that the child is ok
- Make a careful record of what was said (see Recording).

You should NEVER:

- Investigate or seek to prove or disprove possible abuse
- Investigate, suggest or probe for information
- Ask leading questions of children/young people
- Confront another person (adult or child) allegedly involved
- Speculate or accuse anybody
- Make promises about confidentiality or keeping ‘secrets’
- Assume that someone else will take the necessary action
- Jump to conclusions, be dismissive or react with shock, anger, horror, etc
- Offer opinions about what is being said or the persons allegedly involved
- Forget to record what you have been told
- Fail to share the information with the correct person (the Designated Safeguarding Lead)

Children with communication difficulties, or who use alternative/augmentative communication Systems:

- While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children

- opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court)

Recordings should:

- State who was present, time, date and place (using full names and full job designation)
- Be written in ink and be signed by the recorder
- Be passed to the DSL, DDSL or Principal immediately
- Use the child's words wherever possible
- Be factual/state exactly what was said
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation

What information do you need to obtain?

- Schools have no investigative role in Child Protection (Police and Children's Social Care will Investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses – leave this to them!)
- Never prompt or probe for information, your job is to listen, record and share information
- Ideally, you should be clear about what is being said in terms of who, what, where and when
- The question which you should be able to answer at the end of the listening process is 'might this be a Child Protection matter?'
- If the answer is yes, or if you're not sure, record and share immediately with the DSL/Principal

If you do need to ask questions, what is and isn't OK?

- Never asked closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
- Never make suggestions about whom, how or where someone is alleged to have touched, hit, etc. e.g. top or bottom, front or back?
- If we must, use only 'minimal prompts' such as 'go on ... tell me more about that ... tell me everything that you remember about that'
- Timescales are very important - 'When was the last time this happened?' is an important question

What else should we think about in relation to disclosure?

- Is there a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet, etc
- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal
- Be prepared to answer the 'what happens next' question
- We should never make face-value judgements or assumptions about individual children. For example, we 'know that [child.....] tells lies'

- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity

The DSL/DDSL would discuss the allegations with the parents/carers and inform them of the school's responsibilities to report child protection matters – preferably this would be done beforehand as part of the 'Home School Agreement'. Advice would be sought if the child was considered to be at risk. Staff who have listened to a disclosure may need the support of a senior member of staff.

WKS Staff with Safeguarding Responsibilities

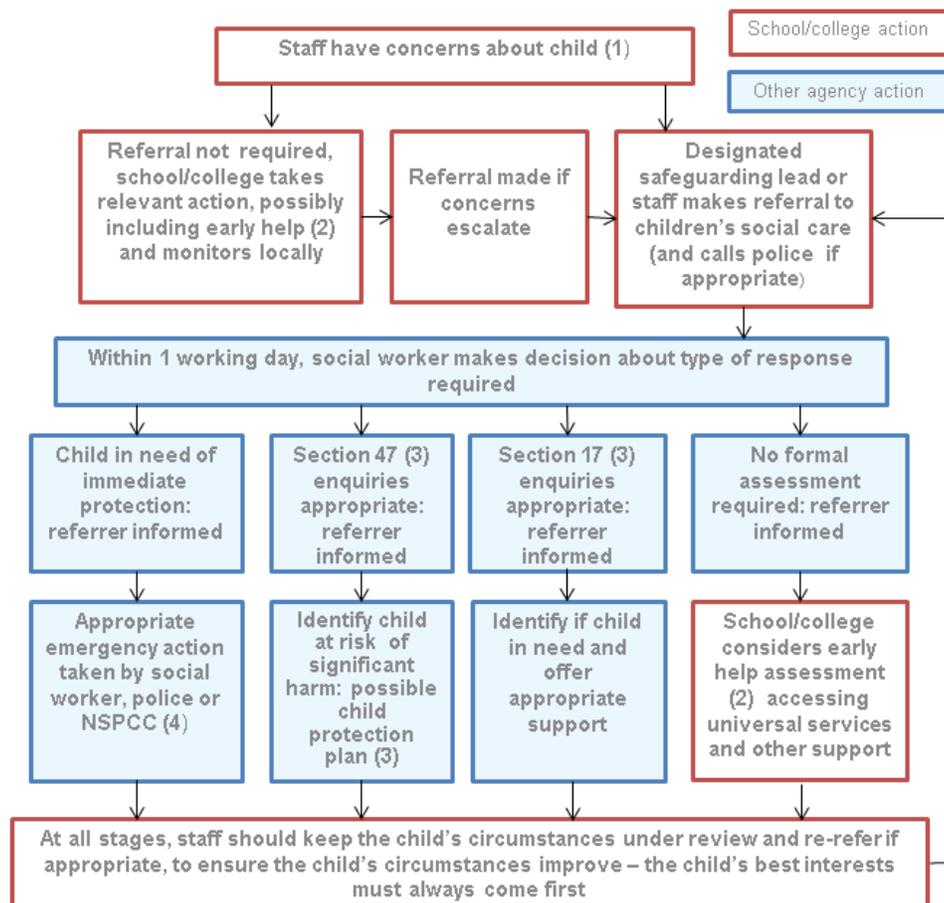
John Wylie	–	Chair of Governors
John Hughes	-	Nominated Safeguarding and Child Protection Governor
Peter Smith	-	Acting Principal/Designated Safeguarding Lead (DSL)
Lynda Powner	-	Deputy Designated Safeguarding Lead (DDSL)
Malcolm Mackenzie	-	Acting Head of Care
Rachel Kennedy	–	Business Manager

Appendix 2

1. Actions where there are concerns about a child

The following descriptors and flowchart set out the steps that professionals should take when working together to assess and provide services for children who may be in need, including those suffering harm.

Actions where there are concerns about a child



Taken from: 'Keeping Children Safe in Education (DfE 3rd September 2018)

Important note:

Whenever possible direct contact, and initial referral, should be made with a named social worker for the child or young person concerned. Where there exists no named social worker, or they are not available, a referral should be made through the Local Authorities' MASH (multi agency safeguarding hub) referral system having first identified actions that ensure immediate protection within the school setting and advising on the nature of the individuals' needs, personal history, etc. prior to any home contact, where appropriate.

For those children and young people who are on a full care order, it is important that contact is made to the allocated social worker identified as a 'nominated parent' on behalf of the authority.

Appendix 3

Role Designated Safeguarding Lead (DSL) - Deputy/Designated Safeguarding Lead DDSL

Referral

- Refer cases of suspected abuse or allegations to the agencies
- Act as a source of advice and expertise within the school
- Liaise with Principal and other senior staff as needed

Raising awareness

- Ensure 'Safeguarding Children and Child Protection Procedures Policy' is updated annually
- Work with governing body
- Ensure parents are aware of 'Safeguarding Children and Child Protection Procedures Policy'
- When children leave ensure child protection file is copied and transferred separately from school file
- DSL and DDSL meet weekly with all key staff with responsibility for CSE, Prevent, online safety, Medical needs to discuss current needs to act upon and share if required

Record keeping

- Well kept records are essential
- Records should state who was present, time, date and place
- Use the child's words wherever possible and be factual, stating exactly what was said
- Differentiate clearly between fact, opinion, interpretation, observation and or allegation
- Write in ink and the recorder to sign

Training

- Recognise how to identify signs of abuse and when it is appropriate to make a referral
- Have a working knowledge of how LSCBs operate the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the school's 'Safeguarding Children and Child Protection Procedures Policy' especially new or part time staff who may work with different educational establishments
- Ensure all employed members of staff have induction training covering safeguarding and child protection and are able to recognise and report any concerns immediately they arise
- Prevent awareness training via Wirral LSCB and other relevant LSCBs
- Child Sexual Exploitation (CSE) awareness training via Wirral LSCB and other relevant LSCBs
- Keep detailed accurate secure written records of referrals and/or concerns
- Obtain access to resources and attend any relevant or refresher training courses at least every two years

Appendix 4 – Specific issues which have/may have a Child Protection dimension

Health and safety

Physical Intervention

School day visits

Residential visits

Transporting of pupils (school/staff vehicles)

Work experience

Taking pictures/images of pupils

Use of mobile phones/texting pupils

Showers and changing arrangements
Welfare/care of pupils
Meetings with children away from school
Children Missing Education (CME)
After school clubs
Behaviour
Anti-bullying (including cyberbullying)
Recruitment
WKS Codes of conduct and professional codes of conduct
Internet use (including e-safety)
Health care policies – first aid, administering of medications,
Drug and substance misuse
Children and young people who sexually abuse
Sexual exploitation of children
Female genital mutilation
FII – Fabricated or induced illness
Disappeared children
Forced marriage
Trafficking and modern slavery
Parents and volunteer helpers
Children being cared for by parents/carers where there is a problem with

- disability or mental health illness
- domestic violence
- drug/substance abuse
- Fabricated induced illness
- Private Fostering

Safeguarding children is the responsibility of everybody

All members of staff are required to follow WKRS codes of conduct, professional codes of conduct, and all relevant school policies e.g. whistle blowing, complaints procedures.

Appendix 5

Allegations against staff

(Refer to specific policy – Managing Allegations against staff)

Someone away from the school may make an allegation directly to the police or children’s social care.

Staff with concerns should speak immediately to the Principal only.

Allegations in accordance with the criteria set out in **Keeping Children Safe in Education – Statutory guidance for schools and colleges (DfE September 2018)** the Principal would, on the same day, report the allegation to the Local Authority Designated Officer (LADO) in order to follow agreed procedures.

- The principal would inform the accused person about the allegation as soon as possible after consultation with the LADO. Record keeping and timescales are important for speedy measured responses
- If a strategy meeting is planned, information can only be disclosed to the person being investigated after agency consultation. This would include arrangements regarding who would provide support/keep in contact with the person involved
- The member of staff involved may be suspended without prejudice
- Members of staff are advised at the onset to contact their union/professional association. Every effort will be made to maintain confidentiality and guard against unwarranted publicity

If an allegation concerns the Principal, reports are made directly to the Chair of Governors.

There are three strands to an allegation

- A police investigation of a possible criminal offence
- Enquiries and assessment by children's social care about whether a child is in need of protection or in need of services
- Consideration by a school or FE of disciplinary action in respect of the individual

Support, help and information that may need to be given to the child, parents/carers must be considered by the school/statutory agencies in accordance with guidelines. In all cases careful consideration is given to the Human Rights Act 1998, and the Data Protection Act 1998. Full details regarding dealing with allegations against staff are set in the guidelines mentioned and in LA handbooks.

Appendix 6

Useful contacts

- Wirral Safeguarding Officer
Telephone: 0151 666 5776
- Head of Social Welfare Service
235 Leasowe Road, Wallasey, Wirral CH45 8RE
Telephone: 0151 637 6060

Fax: 0151 637 6006

- Suzanne Cottrell, Local Authority Designated Officer –Telephone: 0151 666 4582/07780 508918
suzannecottrell@wirral.gov.uk

suzannecottrell@wirral.gov.uk.cjism.net

- General Inspector for Workforce Reform, Metropolitan Borough of Wirral,
Hamilton Building, Conway Street, Birkenhead, Wirral CH41 1FD
Telephone: 0151 666 4343 Fax: 0151 666 5645

- Head of Special Education Support Services
Safeguarding Unit 235 Leasowe Road, Wallasey, Wirral CH45 8LW
Telephone: 0151 637 6165 Fax: 0151 637 6076

- Multi Agency Support Hub (MASH) formally Central Advice and Duty Team (CADT)
PO Box 32, Birkenhead, Wirral MBC CH41 5WE

Telephone: 0151 606 2008 Fax: 0151 606 2022

Out of Hours – EDT – 0151 677 6557 Fax: 0151 5372

Paul Boyce, Head of Branch, Child and Families, CYPD]

Telephone: 0151 606 2000

- Ofsted

Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD

Telephone: 0300 123 1231

- Wirral Safeguarding Training Officer

Telephone: 0151 346 6752

Staff must make themselves aware of the following documentation referred to in training sessions:

- Working Together to Safeguard Children - July 2018
- Keeping children safe in education – statutory guidance for schools and colleges –September 2018
- What to do if you are worried a child is being abused - March 2015

- Guidance for safer working practice for those working with children and young people in education settings – October 2015
- Prevent Strategy - 2011
- The Prevent duty – Departmental advice for schools and childcare providers - June 2015
- The Prevent duty for England and Wales - 2015
- Prevent Policy 2018
- Counter Terrorism and Security Act - 2015
- WKRS British Values Statement
- Whistleblowing Policy – 2018
- Leaflets on CSE, FGM, Prevent 2017
- Children Missing Education September 2016

All the above documents are held on file with the DSL for access to all staff, or can be sourced via common files and/or relevant websites

The National Minimum Standards for Residential Special schools

Periodicals, guidelines and magazines are available at the school.

Web sites: DfE Protecting Children, NSPCC

Government website 'Educate against hate' - January 2016

<http://www.educateagainsthate.com/>

Appendix 7:

Links to Key Multi-agency Safeguarding Documents:

1. Wirral Safeguarding Children Board (WSCB) multi-agency procedures website (includes ALL key multi-agency safeguarding procedures):

<https://www.wirral safeguarding.co.uk/procedures/>

Appendix 8

West Kirby School and SEN College

Safeguarding Statement

Safeguarding children – the action we take to promote the welfare of children and protect them from harm – is everyone’s responsibility, with everyone who comes into contact with children having a role to play. (In this document a child is defined as anyone who has not yet reached their 18th birthday.)

Effective safeguarding systems are child centred. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment
- preventing impairment of children’s health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- prevention against radicalization and extremism
- protection against CSE
- and taking action to enable all children to have the best outcomes.

Child protection – Part of safeguarding and promoting welfare but refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

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

To fulfil our commitment to safeguard and promote the welfare of children and young people, the school has in place:

- recruitment and human resources management procedures and commissioning processes, including contractual arrangements, take account the need to safeguard and promote the welfare of children and young people, including arrangements for appropriate checks on new staff and volunteers and adoption of best practice in the recruitment of new staff and volunteers to ensure that the safeguarding and welfare of children and young people takes place at each stage of the process
- Checks on existing staff would be carried if there are concerns on their suitability to work with children, or if a person moved to work in regulated activity and had not been checked in their previous role
- a clear culture of listening to and engaging in dialogue with children – seeking their views in ways appropriate to their age and understanding, and taking account of those both in individual decisions and the establishment or development and improvement of services
- an understanding of how to work together to help keep children and young people safe online by being adequately equipped to understand, identify and mitigate the risks of new technology; teacher planning and curriculum mapping includes E-safety, Cyber-bullying, Prevent, CSE, etc
- information shared with parents/carers via newsletters, website, twitter feed and events such as parents’ evenings
- procedures for dealing with allegations of abuse against members of staff and volunteers

- arrangements to ensure that all staff undertake appropriate training to equip them to carry out their responsibilities; effectively, and keep this up to date by refresher training at regular intervals including Prevent and CSE; and that all staff, including temporary staff and volunteers who work with children, are made aware of both the schools arrangements and their responsibilities for safeguarding and promoting the welfare of children
- policies for safeguarding and promoting the welfare of children (for example, pupils/students), effective complaints procedures and procedures that are in accordance with guidance from the local authority and locally agreed inter-agency procedures
- arrangements to work effectively with other organisations to safeguard and promote the welfare of children, including arrangements for sharing information in a timely way
- and appropriate whistle blowing procedures and a culture that enables issues about safeguarding and promoting the welfare of children to be addressed

Under the provisions of the Safeguarding Vulnerable Groups Act, 2006, WKS is a provider of regulated activity (a RAP). We therefore have a statutory duty to make a referral to the Disclosure and Barring Service (DBS) when it is believed that a person has caused harm or pose a future risk of harm to vulnerable groups, including children, and that person has been dismissed as a result. A referral must also be made if the individual causing concern resigns during the investigation and WKS has good reason to believe that dismissal would have been likely.

References: This document adheres to the legislative requirements and expectations of individual services to safeguard and promote the welfare of children, and is taken from protecting children guidance and Working Together to Safeguard Children - March 2018. This government document replaces the 2015 version and is available to staff and governors. The school has a number of policies in place to safeguard children and young people such as child protection policy, whistle blowing, complaints procedures.

Appendix 9

Sexting and Offensive Material – Students

West Kirby School deems sexting as inappropriate and unsafe behaviour which threatens the social, emotional and/or physical safety of students. Although sexting is typically voluntary at first, it raises many

Updated:
September 2017
January 2018
June 2018
September 2018
December 2018
Next due for renewal September 2019