



Safeguarding & Child Protection Policy 19-20

ST AUGUSTINE OF CANTERBURY CATHOLIC HIGH SCHOOL



Safeguarding and Child Protection Policy 2019/20

School: St Augustine of Canterbury High School

Head Teacher: Giselle Lynch (Head of School); Ivan Gaughan (Executive Head Teacher)

Named Designated Safeguarding Lead(s)

Note: All schools must appoint a member of the senior leadership team to coordinate safeguarding arrangements.

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead(s)	Nominated Safeguarding Governor	Chair of Governors
Michael Bate	Sheena Smith (DL for LAC)	Ann Moore	Ann Moore

Named personnel with designated responsibility regarding allegations against staff

Designated Senior Manager (this would normally be the Head teacher)	Deputy Designated Senior Manager	Chair of Governors	Nominated Governor
Giselle Lynch	Michael Bate	Ann Moore	Ann Moore

Dates the Safeguarding Policy is reviewed

Review Date	Changes made/Details of action plan	Due Date	By Whom
8/9/2019	Change in light of KCSIE 2019	September 2020	DSL
January 2020	Change in personnel.	January 2020	DSL
Summer Term	Review of Policy	Summer Term	DSL

Introduction

Everyone at St Augustine of Canterbury High School who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important in safeguarding and promoting the welfare of children as we are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Our school staff form part of the wider safeguarding system for children. Our school will work with children's social care, the police, health services and others services to promote the welfare of children and protect them from harm.

This policy applies to all staff, including volunteers, contractors and/or apprentices, working in or on behalf of the school and provides information about the actions the school expect from all staff members, it will be updated annually and known to everyone working in the school and the governing body. It will be available to parents on request and via our website.

This policy is in line with statutory guidance for schools and colleges; [Keeping Children Safe in Education \(2019\)](#) [Working Together to Safeguard Children \(2018\)](#) and [Regulated activity in relation to children: scope](#)

Everyone working in or for our school shares the objective to help keep children and young people safe by:

- Providing a safe environment for children and young people to learn and develop in our school setting;
- Identifying and responding to 'early help' needs of children and families;
- 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 kept safe both at home and in our school setting;
- Maintaining a culture of vigilance and an attitude of 'It could happen here'.

Our School's Commitment

St Augustine of Canterbury is committed to safeguarding and promoting the welfare of all of our pupils. Each pupil's welfare is of paramount importance. Throughout this document 'children' includes everyone under the age of 18.

Safeguarding and promoting the welfare of children is defined 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; and taking action to enable children to have the best outcomes.

Child Protection refers to procedures and actions undertaken regarding children who are at risk of being seriously harmed or have been significantly harmed.

We as a school recognise that:

- Some children may be especially vulnerable to abuse including those missing education or with a special educational need or disability;
- Children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way; subsequently whilst at school their behaviour may be challenging;
- Children can be both victims and perpetrators of abuse;

- Children who harm others may have been maltreated themselves;
- Allegations against staff can be made, however careful and safe our recruitment practices.

Our Approach to Safeguarding Children

St Augustine of Canterbury High School will ensure all staff are aware of their safeguarding and child protection responsibilities and that they are able to identify children and young people where concerns about their safety and welfare arise. We will ensure all staff and pupils know they can raise issues with the Designated Safeguarding Lead (or Deputy DSL) and that their concerns will be taken seriously. There will always be a DSL on site and these staff members will have appropriate training and understanding of how to manage concerns in an effective way with the welfare of children and young people as their primary focus.

Roles and Responsibilities

Our Governing Body will ensure that:

- The school has a safeguarding and child protection policy and procedures in place that are in accordance with statutory guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request and via our website;
- The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- The school follows the statutory guidance [Keeping Children Safe in Education \(2019\)](#) for dealing with allegations of abuse against staff and volunteers;
- A senior member of the school's leadership team is designated to take lead responsibility for safeguarding (and deputy);
- There is a named Governor lead for safeguarding and Designated Safeguarding Lead(s) within the school;
- Staff undertake appropriate safeguarding/child protection training, at regular intervals;
- They remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements;
- A Governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Headteacher ;
- Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and liaises with the school on these matters where appropriate;
- Policies and procedures are reviewed annually and provide information to the Local Authority about them and about how the above duties have been discharged.
- Safeguarding is a standard item for discussion on PDBPW committee meetings.

Our Head Teacher will ensure that:

- The policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and the deputy to carry out their roles effectively including the assessment of pupils and attendance of strategy discussions and other necessary meetings; for e.g. Child Protection Conferences and Core Group meetings;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed Whistle Blowing Policy;

- All pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- They have completed Safer Recruitment training;
- The procedure for managing allegations against staff is known to staff and displayed in staff rooms;
- Operate the procedure for managing allegations effectively and refer relevant concerns to the LADO.
- That anyone who has harmed or may pose a risk to a child is referred to the DBS;
- A deputy senior manager is appointed to deal with allegations against staff in the absence of the Headteacher.

Our Designated Safeguarding Lead(s) will:

Referrals

- Act as a source of support, advice and expertise within our school and have access to the online St. Helens SCB Child Protection Procedures;
- Consult with and/or refer cases of suspected abuse or allegations to children's social care and maintain a record of all referrals;
- Liaise with the Headteacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role;
- Attend and contribute to safeguarding and child protection meetings as appropriate;
- Monitor and support Child in Need and Child Protection plans.

Training

- Recognise how to identify signs of abuse and know when it is appropriate to make a referral to children's social care;
- Have knowledge of the SCB procedures, the LADO role, conduct of a child protection case conference and be able to attend and contribute to these;
- Ensure that all staff have access to and understand the school's safeguarding policy;
- Ensure that all staff have induction training;
- Keep detailed, accurate and secure written records;
- Obtain access to resources and attend any relevant or refresher training courses every two years.

Raising Awareness

- Ensure the Safeguarding and Child Protection Policy is updated and reviewed annually and work with the Governing Body regarding this;
- Ensure parents are made aware of the safeguarding policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- Where a child leaves the establishment, ensure the child protection file is copied for the new establishment in a timely manner and transferred to the new school separately from the main pupil file, as well as ensure the pupil's Social Worker is informed.

All staff and volunteers will:

Fully comply with the school's policies and procedures, attend appropriate training and inform the Designated Safeguarding Lead of any concerns.

Supporting Children and Working in Partnership with Parents

- St Augustine of Canterbury recognises that the child's welfare is paramount. Good safeguarding and child protection practice and securing good outcomes for children relies on a positive, open and honest working partnership with parents/carers;
- Whilst we may, on occasion, need to make referrals to children's social care without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect children;
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why;
- We will endeavour to preserve the privacy, dignity and right to confidentiality of the child and parents/carers.
- The Designated Safeguarding Lead will determine which members of staff 'need to know' personal information for the purpose of supporting and protecting the child.
- Staff will not be enabled to share this information further without the expressed permission of the DSL.

Partnership with Parents/Carers

The school shares a purpose with parents/carers to keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents and carers are treated with respect, dignity and courtesy. We respect parents'/carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

The school will, in most circumstances, endeavour to discuss all concerns with parents/carers about their children at the earliest opportunity. However, there may be exceptional circumstances when the school will discuss concerns with children's social care and/or the police without parental knowledge (in accordance with the SCB Protection Procedures). The school will aim to maintain a positive relationship with all parents and carers. The school's Safeguarding Policy is available on request and via the school's website.

Information about Safeguarding for Pupils

Through personal, social, health, careers and economic (PSHCE) education lessons and other curriculum opportunities, pupils are taught to understand and manage risks they may encounter during school life and work out with staff how these risks may be overcome; taking into account their wishes and feelings. They are regularly reminded about online safety and bullying procedures and taught how to conduct themselves and behave in a responsible and respectful manner.

All pupils know there is Designated Safeguarding Lead (DSL) responsible for their safety and welfare and who this is; that they have a right to speak to this member of staff, or any other, if they are worried or concerned. They are reminded that confidentiality cannot be guaranteed, but that they will be listened to, heard and informed of what steps can be taken to protect them from harm and that feedback will be sought, so that their views about actions are known. They are reminded to raise their concerns until they reach a conclusion. There is a display in the school identifying the DSLs and children are made aware of this.

Partnerships with Others

St Augustine of Canterbury High School recognises that it is essential to establish positive and effective working relationships with other agencies that are partners of the St Helens Safeguarding Children Partnership (SCP) <https://sthelenssafeguarding.org.uk/scp>. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children and work together to secure positive outcomes.

Identifying children who may be at risk or may have been significantly harmed

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs, which indicate that a child may have additional needs or be at risk of, or suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults, another child, children or young people. There are four categories of abuse; physical abuse, emotional abuse, sexual abuse and neglect.

Definitions and Indicators of Abuse

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities,

such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate caretakers);
- Ensure access to appropriate medical care or treatment;
- It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

Taking action to ensure that children are safe at school and home

All staff must read and follow the statutory guidance for schools and colleges including Annex A; [Keeping Children Safe in Education 2019 – Part One: Safeguarding information for all staff](#).

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead in the absence of the designated person prior to any discussion with parents.

All School Staff must Immediately Report

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- Any explanation given which appears inconsistent or suspicious;
- Behaviours which give rise to suspicions that a child may have suffered harm;
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- Concerns that a child is presenting signs or symptoms of abuse or neglect;
- Any significant changes in a child's presentation, including non-attendance;
- Any hint or disclosure of abuse about or by a child or young person;
- Concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present);
- Information which indicates that the child is living with someone who does not have parental responsibility for them for a period of more than 28 days ([Private Fostering](#));

Responding to Disclosure

Disclosures or information that a child has been harmed may be received from pupils, parents/carers, other professionals or members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have

been told (CPOMS) to the Designated Safeguarding Lead and make a contemporaneous record using clear, straightforward language.

Staff will not investigate but will, wherever possible, listen, record and pass on information to the DSL in order that s/he can make an informed decision of what to do next.

All staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm;
- Clarify the information without asking leading or probing questions;
- Make a written record of what the child has said using the Cause for Concern Form (Appendix 2);
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- Try not to show signs of shock, horror or surprise;
- Not express feelings or judgements regarding any person alleged to have harmed the child;
- Explain sensitively to the child or young person that they have a responsibility to pass the information to the Designated Safeguarding Lead;
- Reassure and support the child or young person as far as possible;
- Not promise secrecy;
- Explain that only those who 'need to know' will be told;
- Explain what will happen next and that the child will be involved as appropriate.

Confidentiality

The school will operate with regard to [Information Sharing: Guidance for practitioners and managers \(2018\)](#), and have a clear and explicit Confidentiality Policy. However, where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration.

The school will ensure:

- Information is shared with Children's Social Care and/or Police where the child/young person is or may be at risk of significant harm;
- Pupil's and/or parent's confidentiality is respected;
- That any information shared is necessary, proportionate, relevant, adequate, accurate, timely and secure.

Pupil Information

The school's record-keeping policy for child welfare and child protection is consistent with St. Helens SCP guidance.

In order to keep children safe and provide appropriate care for them, our school requires accurate and up to date information regarding:

- Names and contact details of persons with whom the child normally lives;
- Names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Details of any persons authorised to collect the child from school (if different from above);

- Any relevant court orders in place including those, which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.);
- If the child is or has been subject to a child in need, child protection or care plan;
- Name and contact detail of GP;
- Any other factors which may impact on the safety and welfare of the child.

The Designated Safeguarding Lead will collate, securely store and agree access to this information.

All child protection documents will be retained in a 'Child Protection' file, separate from the child's main school file. The main file will clearly show an alert that a child protection file exists and the location of this. This child protection file will be securely stored and only accessible to the Headteacher and the Designated Safeguarding Lead. These records will be transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead. Original copies will be retained according to school policy on retention of records.

Action by the Designated Safeguarding Lead (or the Deputy Designated Safeguarding Lead in their absence) (See flow diagram of actions; Appendix 3)

Following any information raising concern, the Designated Safeguarding Lead will:

- Consider the child's wishes and feelings, but not promise confidentiality;
- Consider any urgent medical needs of the child;
- Make an immediate referral to St Helens SCP Team if there has been a disclosure and/or allegation of abuse or there are clear grounds for concerns about the child's safety and well-being;
- Consult with a member SCP if they are uncertain whether or not a referral is required or review action when a child has suffered or is likely to suffer harm (Appendix 4).

In consultation with a member of the SCP Contact Cares/front Door Team, decide:

- Wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk;
- Whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately;
- Contact the designated officer for safeguarding in another agency if that agency is working with the family;

OR

- Not to make a referral at this stage, but retain the information in written notes on the child's school file;
- If further monitoring is necessary agree who and how this will be undertaken;
- If it would be appropriate to undertake an assessment (e.g. EHAT) and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Social Care for children living in St Helens needs to be completed using the Service Request Form (Appendix 4). For children living outside St Helens the local authority where the child is resident will be contacted.

Action following a Safeguarding Referral

The Designated Safeguarding Lead or other appropriate member of staff will:

- Maintain contact with the child's allocated Social Worker;
- Contribute to any Strategy Discussion and Strategy Meeting as required;
- Provide a report for, attend and contribute to any Child Protection Conference;
- Share the content of this report with the parent/carer, prior to the meeting;
- Attend Core Group Meetings for any child subject to a Child in Need Meeting for any child subject to a Child in Need Plan or Child Protection Plan;
- Where a child on a Child Protection Plan moves from the school or goes missing, immediately inform the child's Social Worker.

Dealing with Disagreements and Escalation of Concerns

Effective working together depends on an open approach and honest relationships between agencies and professionals. Problem resolution is an integral part of professional co-operation and joint working to safeguard children. Occasionally situations arise when workers within one agency feel that the actions, inaction or decisions of another agency do not adequately safeguard a child.

Disagreements can arise in a number of areas, but are most likely to arise around:

- Levels of need;
- Roles and responsibilities;
- The need for action;
- Progressing plans and communication.

Where professionals consider that the practice of other professionals is placing children at risk of harm, they must be assertive, act swiftly and ensure that they challenge the relevant professionals in line with this policy and be aware that:

- The safety of individual children and young people is the paramount consideration in any professional activity;
- Resolution should be sought within the shortest timescale possible to ensure the child is protected;
- As a guide, professionals should attempt to resolve differences through discussion within one working week or a timescale that protects the child from harm (whichever is shortest);
- Disagreements should be resolved at the lowest possible stage.

Internally (In school)	Externally
<ul style="list-style-type: none"> • You should have your own policies and procedures for how to deal with concerns within your own setting • Use of line management • Whistle blowing (including NSPCC) • Staff code of conduct • Safeguarding and Child Protection Policy 	<ul style="list-style-type: none"> • When there is a dispute with an external / multiple agencies • The SHSCP Multi-Agency Escalation Policy must be followed • This sets clear and consistent expectations and procedures for all agencies working with children

The Designated Safeguarding Lead or other appropriate member of staff will:

- Contact the line manager in children's social care if they consider that the social care response to a referral has not led to the child being adequately safeguarded and follow this up in writing;
- Contact the line manager in children's social care if they consider that the child is not being adequately safeguarded by the child protection plan and follow this up in writing;
- See Appendix 5 – SCB procedures.

Providing a safe and supportive environment

Safer Recruitment and Selection

St Augustine of Canterbury High School pays full regard to the statutory guidance for schools and colleges in respect to Safer Recruitment – Part 3 of ; [Keeping Children Safe in Education \(2019\)](#). We ensure that all appropriate measures are applied in relation to everyone who works in the school and who is therefore likely to be perceived and experienced by the children as a safe and trustworthy adult. This includes volunteers, supervised volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic/vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checks with the [Disclosure and Barring Service \(DBS\)](#).

In line with statutory changes, underpinned by regulations, the following will apply:

- DBS and barred list checks will be undertaken for all posts that are deemed regulated activity, and for all other posts an enhanced DBS check will be undertaken unless they are supervised roles that are deemed not to meet the definition of regulated activity;
- This school is committed to keeping an up to date [Single Central Record](#) detailing a range of checks carried out on our staff;
- All new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate;
- Our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy;
- Identity checks that must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the Local Authority (LA);
- Staff responsible for recruiting and appointing must be suitably qualified.

Safe Practice

Our school will comply with the current [Guidance for Safer Working Practice for Adults who work with Children and Young People](#) and ensure that information in this guidance regarding conduct, is known to all staff, visitors and volunteers who come into the school.

Safe working practice ensures that pupils are safe and that all staff:

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- Work in an open, honest and transparent way;
- Work with other colleagues where possible in situations that could be open to question;
- Discuss and/or take advice from school management over any incident which may give rise for concern;
- Record any incidents or decisions made;
- Apply professional standards respectfully in relation to diversity issues;
- Be aware of information-sharing and confidentiality policies;
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Positive Handling

School staff, including volunteers, are advised to refrain from physically restraining pupils and to intervene with 'reasonable force' only to prevent them from hurting themselves or others.

School Training and Staff Induction

The school's Designated Safeguarding Lead and Governor with designated responsibility for safeguarding will undertake child protection training for Designated Safeguarding Leads and refresher training at two yearly intervals.

All other school staff, including non-teaching staff, will undertake appropriate induction training and safeguarding/child protection training to enable them to carry out their responsibilities for safeguarding effectively, which will be updated regularly, including a yearly update. The school will maintain a register of who has undertaken what training and when.

All staff (including temporary staff, volunteers, supervised volunteers and staff employed by contractors) are provided with the school's safeguarding policy and informed of school's safeguarding arrangements on induction. The school will maintain a register of who has received this information and when.

Support, Advice and Guidance for Staff

Staff will be supported by Michael Bate (DSL) and Sheena Smith (Deputy DLS). The DSL will be supported by Ivan Gaughan (Executive Headteacher), Giselle Lynch (Headteacher)

The DSL will know how to access the St Helens SBC Protection Procedures, be aware of the LSCB's work and policies alongside HLT's guidance.

If you are not sure whether or not to make a safeguarding referral you can contact the Children and Family Services' First Access and Screening Team to discuss your concerns on **01744 676600**. safeguardingunit@sthelens.gov.uk

Allegations regarding person(s) working in or on behalf of the school (including volunteers)

[Keeping Children Safe in Education \(2019\) – Part Four: Allegations of abuse made against teachers and other staff](#)

Where an allegation is made against any person working in, or on behalf of, the school that he or she has:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children (refer to statutory guidance for schools and colleges);

Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly, in line with agreed procedures and outcomes are recorded. All school staff will maintain a culture of vigilance based on the notion that 'it could happen here'. Staff are expected to maintain highly professional behaviours and appropriate professional boundaries at all times in line with the Code of Conduct. Staff will be encouraged to use the Whistle Blowing Policy if they have concerns regarding the conduct or behaviour of a colleague and they feel that matter has not been addressed appropriately by the school.

Initial Action by person receiving or identifying an allegation or concern

- Treat the matter seriously and keep an open mind;
- Make a written record of the information using CPOMS (where the receiver is not an employed member of school use the Record Form (Appendix 2), including the time, date and place of incident/s, persons present and what was said and sign and date this;
- Immediately report the matter to the Headteacher or designated person (unless the allegation is against the Headteacher or designated person, in which case the Chair of Governors must be notified).

Initial Action by the Headteacher

- Obtain written details of the concern or allegation, but do not investigate or interview child, adult or witnesses;
- Contact the LADO within 1 working day;
- Discuss with the LADO next steps;
- Inform the Chair of Governors of the allegation.

Subsequent Action by the Headteacher (or designated person)

- In consultation with the LADO conduct a disciplinary investigation, if an allegation indicates the need for this;
- Contribute to the child protection process by attending professional strategy meetings;
- Maintain contact with the LADO;
- Ensure clear and comprehensive records regarding the allegation, and action taken and outcome are retained on the staff member's personnel file;

- Consider along with Human Resources and the LADO whether a referral to the DBS should be made.

Further Information on Safeguarding Issues

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety, bullying, arrangements for meeting the medical needs of children providing first aid, school security, drugs and substance misuse, gang related activity and promoting positive behaviour. Determining the most appropriate agency to consult with or refer to should be made by referring to the SCP.

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical.

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, can have a significant effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying must be reported and will be managed through our anti-bullying procedures. All pupils and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Headteacher and the DSL will consider implementing safeguarding procedures.

For further information please see the [DfE's Guidance](#) and our school's Anti-bullying Policy.

Online Safety

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;
- Contact: being subjected to harmful online interaction with other users;
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm.

The school recognises that its pupils will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, behaviours, web cam photography or face-to-face meetings. Cyber-bullying by pupils via emails and texts will be treated as seriously as any other type of bullying and managed through our anti-bullying procedures.

Chatrooms and social networking sites are the most obvious sources of inappropriate and harmful content and behaviour, which pupils are not allowed to access in school. Some pupils will undoubtedly 'chat' on mobiles or social networking sites at home and the school will encourage parents to consider measures to keep their children safe when using social media.

The school has an e-Safety Policy that is known to all staff and pupils.

Filters and monitoring

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks. The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part by the risk assessment required by the Prevent Duty.

The UK Safer Internet Centre has published guidance as to what "appropriate" might look like: [UK Safer Internet Centre](https://www.saferinternet.org.uk). Whilst filtering and monitoring are an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the school and college should carefully consider how this is managed on their premises. Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Staff training Governors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training (paragraph 74) and the requirement to ensure children are taught about safeguarding, including online (paragraph 78), that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach. Information and support.

There is a wealth of information available to support schools and colleges to keep children safe online. The following is not exhaustive but should provide a useful starting point:

- www.thinkuknow.co.uk
- www.disrespectnobody.co.uk
- www.saferinternet.org.uk
- www.internetmatters.org
- www.childnet.com/cyberbullying-guidance
- www.pshe-association.org.uk
- <http://educateagainsthate.com/>
- www.gov.uk/government/publications/the-use-of-social-media-for-onlineradicalisation
- [www.gov.uk/UKCCIS- external visitors and online safety](http://www.gov.uk/UKCCIS-external-visitors-and-online-safety)

Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely understandable and acceptable reasons. However, some people abuse children through taking or using images, so we must ensure that we have safeguards in place.

To protect pupils we will:

- Seek their consent for photographs to be taken or published (for e.g. on our website or in newspapers or publications);
- Seek parental consent;
- Use only the pupil's first name with an image;
- Ensure pupils are appropriately dressed;
- Only use school equipment to make images of children (no personal devices are permitted for this purpose unless permission is granted);
- Encourage pupils to tell us if they are worried about any photographs that are taken of them.

Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. School staff will follow the Educational Welfare Service policies and 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.

We will refer all cases of concern to the Education Attendance Service (EAS) and Children's Social Care.

Where parents inform our school that they wish to 'home educate' their child, our school will inform the Education Welfare Service (EWS), who will implement the 'Elective Home Education' procedure. St Helens LA is responsible for the delivery of CME (Children Missing from Education) duties defined by the Education Act Amendments.

Children who harm others

Our school recognises that the harm caused to children by the harmful and bullying behaviour of other children can be significant. Children who harm others should be held responsible for their harmful behaviour and the school staff alerted to the fact that they are likely to pose a risk to other children in the school, home and community.

Where this harm involves sexual abuse, serious physical or serious emotional abuse, the safeguarding procedures set out in this policy will be applied. This school recognises that children who harm others are likely to have considerable needs themselves and may have experienced or be experiencing significant harm themselves.

Where a child has caused significant harm to another child, through sexual abuse or serious physical or emotional abuse, the school will make separate referrals to Children's Social Care of the victim(s) and perpetrator(s).

Such children and young people are likely to be children in need, and some will, in addition, be suffering, or at risk of suffering, significant harm, and may themselves be in need of protection. Children and young people who abuse others should be held responsible for their

abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others.

Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

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

Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess. The indicators for child sexual exploitation can sometimes be mistaken for 'normal adolescent behaviours'. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly and appropriate support is given. Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child.

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

One of the key factors found in most cases of child sexual exploitation is the presence of some form of exchange (sexual activity in return for something); for the victim and/or perpetrator or facilitator.

Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or alcohol) and intangible rewards (such as status, protection or perceived receipt of love or affection). It is critical to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a child/young person does not make them any less of a victim. It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example a child who engages in sexual activity to stop someone carrying out a threat to harm his/her family.

Whilst there can be gifts or treats involved in other forms of sexual abuse (e.g. a father who sexually abuses but also buys the child toys) it is most likely referred to as child sexual exploitation if the 'exchange', as the core dynamic at play, results in financial gain for or enhanced status of, the perpetrator. Where the gain is only for the perpetrator/facilitator, there is most likely a financial gain (money, discharge of a debt or free/discounted goods or services) or increased status as a result of the abuse. If sexual gratification, or exercise of power and control, is the only gain for the perpetrator (and there is no gain for the child/young person) this would not normally constitute child sexual exploitation, but should be responded to as a different form of child sexual abuse.

If, as a school, we are concerned a child is being sexually exploited we will follow the procedures set out in this document and make reference to SCP. This further [Government guidance](#) can be useful when considering cases of CSE.

Peer on Peer Abuse

[Peer-on-peer abuse](#) is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Peer-on-peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence.

If, we as a school, are concerned we will follow the procedures set out in this document and make reference to the SCP.

Child Criminal Exploitation

As set out in the [Serious Violence Strategy](#), published by the Home Office, criminal exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

If, we as a school, are concerned we will follow the procedures set out in this document and make reference to the SCP.

County Lines

As set out in the Serious Violence Strategy, published by the Home Office, County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

If, we as a school, are concerned we will follow the procedures set out in this document and make reference to the SCP.

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Schools and colleges should consider the following:

- It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. Schools and colleges should be aware of the importance of:
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts, vaginas and penises. Dismissing or tolerating such behaviours risks normalising them. • Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Disabled and deaf children are three times¹⁰³ more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children.

When, we as a school, consider issues of sexual violence and harassment between children we will consult the [government guidance](#) and seek support from our children’s social care partners.

Upskirting

Upskirting a new criminal offence – the offence of upskirting came into force in April 2019 and has been included in the list of examples of peer-on-peer abuse that staff should look out for. Upskirting involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Perpetrators could face up to two years in prison if convicted.

Contextual Safeguarding

[Contextual Safeguarding](#) is an approach to understanding, and responding to, young people’s experiences of significant harm and risk beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people’s experiences of extra-familial abuse can undermine parent-child relationships.

Therefore children's social care practitioners and school staff need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

If, as a school, we are concerned a child is being exploited in an extra-familial context, as previously outlined, we will follow the procedures set out in this document and consult or refer to children's social care.

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges, with [research stating](#) that SEND children can be up to four times more likely to be abused due to additional vulnerabilities. As a school we will ensure a culture of vigilance that reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

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.

If, we as a school, are concerned we will follow the procedures set out in this document and make reference to the SCP.

Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a mandatory duty upon that individual to report it to the [police](#).

FGM Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places 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 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

If, we as a school, are concerned we will follow the procedures set out in this document and make reference to the SCP.

Preventing Radicalisation and Extremism

We as a school will fulfil our responsibilities under the [Prevent Duty](#), it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. 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 harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We aim to build pupils' resilience to radicalisation by [promoting fundamental British values](#) and enabling them to challenge extremist views. The Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, the school will provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. We will be mindful of the risk of children being exposed to extremist materials via the internet.

If, we as a school, are concerned we will follow the procedures set out in this document and make reference to the SCP.

Further information on so-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a Draft for consultation 67 wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead (or deputy). Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

If, we as a school, are concerned we will follow the procedures set out in this document and make reference to the SCP.

Extended School and Off-Site Arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and/or other activities, we will check that effective safeguarding arrangements are in place. We will also undertake appropriate and robust risk assessments for the venue, location and activity to be undertaken in accordance with the school's Risk Assessment protocol.

If, we as a school, are concerned we will follow the procedures set out in this document and make reference to the SCP.

Appendix 1

Safety and Welfare Form (Page 1):

[illegible]

Staff Name:**Position:****Date:****Level of Response: 1****2****3****Action taken (to be filled in by DSL, HoY or PM).**

(Contact with parents, professionals, agencies if appropriate.)

.....

.....

.....

Staff Name:**Position:****Date:****Review plan.****Date Agreed:**

.....

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Review notes.

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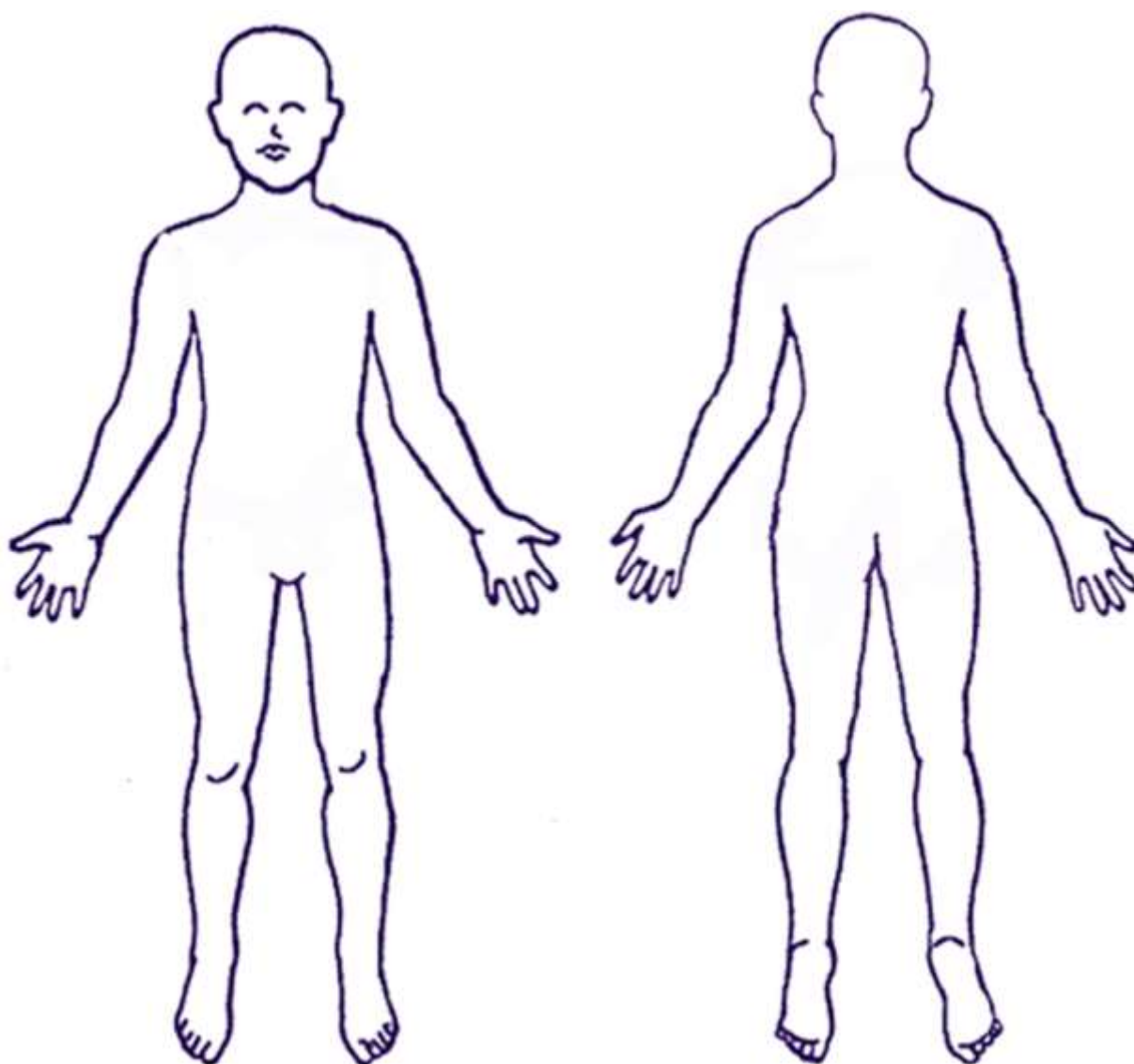
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Appendix 2

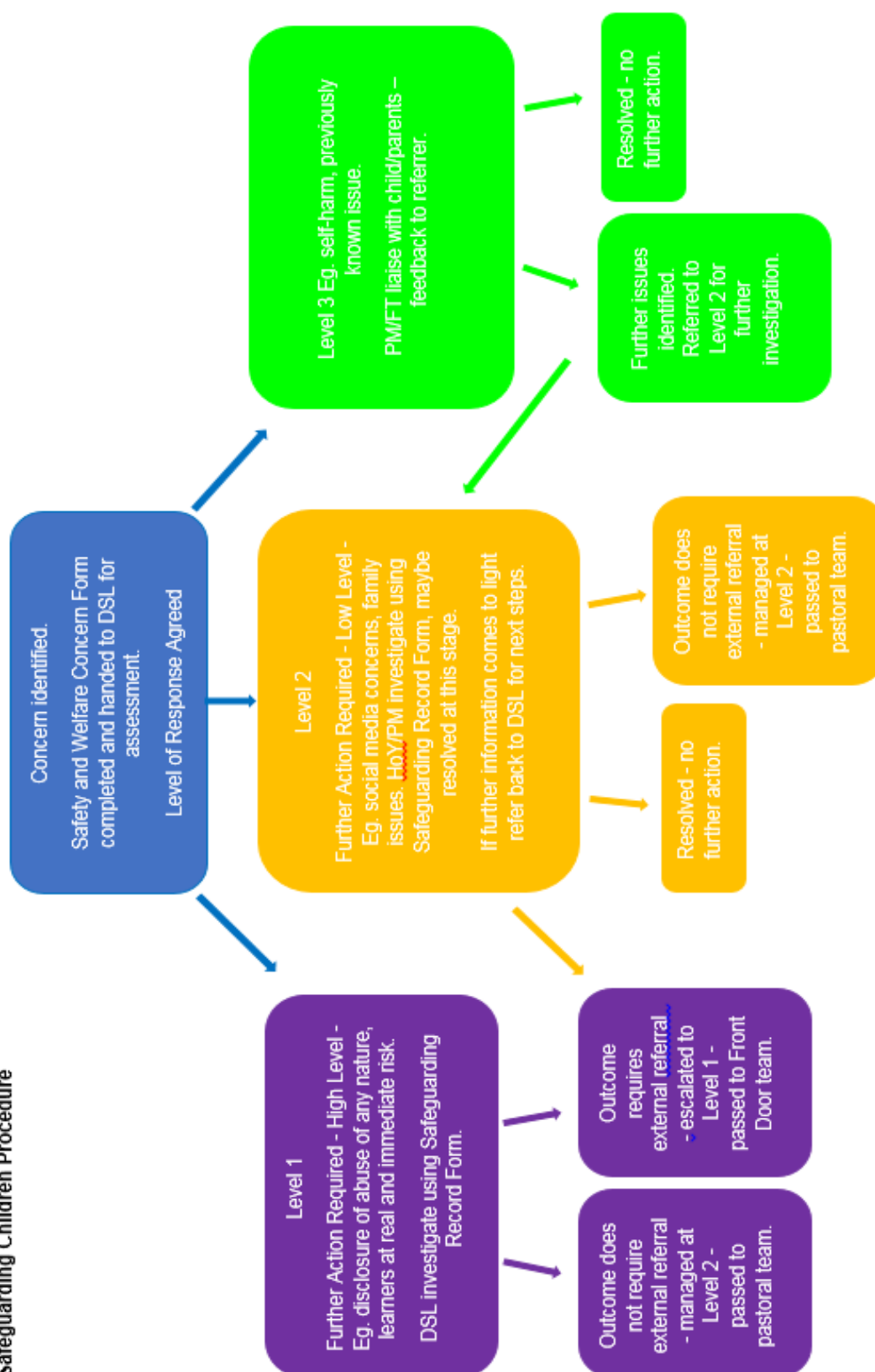
Cause for Concern Form (Page 2) – Body Map

This body outline can be used to record marks and/or bruises and the date of occurrence or observation and should be kept in the Child Protection File of the child.



Appendix 3

Safeguarding Children Procedure



At all stages feedback will be given to the initial referrer following investigation.

Appendix 4



St Helens Children and Young Peoples Service Request Form

This form should be used to make a referral to St Helens People Services.

If you have any questions regarding completing the form or would like to discuss your concerns with a member of staff, please contact the **Contact Centre team on 01744 676600**. The Contact Centre Team is available between 9am and 4:30pm (Mon to Thurs) and 9am to 4pm (Fri). ***If you send your service request form outside of these hours it may not be read/ actioned by a member of the team until the next working day.***

Out of normal hours (including evening, weekends and bank holidays), please contact the **Emergency Duty Team on 0345 050 0148**.

Where you believe there is an immediate risk of significant harm please contact the police on 999.

All sections of this service request form MUST be completed. If all sections are not completed the form will be 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.

In relation to the St Helens Levels of Need Framework:

What is your concern/ reason for referral?

☐

Early Help & Support (Level 2 of St Helens Continuum of Need Framework)

☐

Safeguarding (Level 3 of St Helens Levels of Need Framework)

☐

Immediate Child Protection concerns (level 4 of St Helens Levels of Need Framework) –must be rung through to the Contact Cares 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?

For all levels of need you must ensure parent/carers have been informed of the referral unless there is evidence that to inform them would put the child or other children at greater risk of harm.

CONSENT & CONFIDENTIALITY

If your referral relates to Early Help & Support (level 2) or Safeguarding (level 3) then you MUST inform a parent/carer for the child that you are making this referral. If you have not discussed the referral with the parent/carer, St Helens People services will be unable to progress your referral or make any contact with the family.

Have you discussed your concerns with the parent/carer and subsequently advised them that you are making this referral?

YES

NO

Has the parent/carer given consent to the referral been made?	YES	NO
Has the parent/carer agreed that key agencies can be contacted by St Helens people services e.g school, health and police? This may include school been asked to complete "my views" with the child/children?	YES	NO
If the answer to any of the above is NO, Please provide an overview of the parents/carers views.		

EARLY SUPPORT & EARLY HELP ASSESSMENT TOOL (EHAT)		
<p>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 to people services (e.g. discussion with the Designated Safeguarding Lead or your Line Manager).</p> <p>It is essential that professionals work in partnership with families. For this reason if your referral is not in respect of immediate safeguarding concerns you should, prior to making this referral, consider initiating an EHAT plan or implementing Family Action Meetings with the family. This early help & multi agency support may assist the family in addressing issues as soon as they arise and ensure that support needs do not escalate to social care level prematurely.</p> <p><i>If you have not considered an EHAT it is likely your referral will not progress past the screening stage.</i></p> <p><i>It is also likely that the outcome of your referral will be for you to complete an EHAT.</i></p>		
Has an EHAT plan been completed or considered prior to this referral been made?	YES	NO
If yes, Name and role of lead professional		
If yes, address and contact details of lead professional		
If yes, have you discussed your concerns with the lead professional?	YES	NO
<p>PLEASE DISCUSS YOUR CONCERNS WITH THE LEAD PROFESSIONAL BEFORE MAKING THIS REFERRAL UNLESS YOUR CONCERNS ARE UNDER LEVEL 4 ON THE CONTIUUM OF NEED</p>		
If yes, please provide details of <u>dates</u> and <u>outcomes</u> of EHAT plans/ Family Action Meetings <i>Attach of copy of the last plan/assessment with this referral form</i>		
If no, why?		

REFERRER DETAILS (complete in full)			
Date of referral		Time of Referral	
Name of Referrer		<u>Role/</u> <u>Profession</u>	
Agency/ Organisation		<u>Office</u> <u>phone</u> <u>number</u>	
Office Address		<u>Mobile</u> <u>phone</u> <u>number</u>	
Email address			
CHILD/ YOUNG PERSON DETAILS			
Family name		First name	
DOB/ Expected date of delivery (EDD) for unborn		Gender	Male <input type="checkbox"/> Female <input type="checkbox"/> Unborn <input type="checkbox"/>
Address			
Current Address (if different to usual home address)			
	Please ensure that you provide up to date contact numbers as this will ensure full screening can be completed.		
Home telephone number			

Mobile phone number for parent						
Mobile phone number for young person						
Disabilities (Y/N) If Yes please state						
Is there an Education Health care Plan (EHC Plan) in Place?						
<u>FAMILY DETAILS</u> HOUSEHOLD MEMBERS						
Name	DoB/Age	Gender	Relationship to child/young person	SCHOOL OR NURSERY	GP	Parental Responsibility (Y/N)
<i>Start with primary care giver</i>						
SIGNIFICANT OTHERS – NOT OF THE HOUSEHOLD <i>(for example parent or half sibling not living as part of the household)</i>						

What's working well? (Existing strengths and safety) Are parents engaging with professionals and what difference has this made?
What needs to happen? (Future safety planning) What do you want CYPS to do with this information?
The Child/ren / Young Person(s) Voice What did the child/young person say? What are your observations of the child/young person? What is the child's/young person's view on what needs to happen? <i>Attach my views document alongside this referral if completed</i>

Outline your agency's role / service provided to the child and/ or family and your knowledge of the child/ young person's needs and parenting capacity to meet these.

What action have you / your agency taken to date to address the concerns?

Is there any additional support/signposting that you could offer which would reduce or manage the concerns?

Have you considered completing an Early Help Assessment Tool (EHAT) or convening a Family Action Meeting (FAM)?

(If you or your agency have already completed a EHAT please attach it with this referral form)

Could you initiate an EHAT plan to address the issues now?

Agencies working with The Child/ren/ Young Person(s)

AGENCY	NAME	TEL:	AGENCY	NAME	TEL:
Education Welfare Officer (EWO)			Nursery		
School			Health Visitor (HV)		
School Nurse			Youth Offending Service (YOS)		
Community and Adolescent Mental Health Service (CAMHS)			Community Paediatrician		
Police			Other		

ETHNICITY

The children's social care method of determining a child/young person's ethnicity involves first asking the child/young person about their ethnic identity. If they are not yet old enough to respond, ask their primary carer.

Ethnicity is now specified using the codes within the Common Basic Dataset (CBDS). The ethnicity of unborn children should be coded under "Information not yet obtained", even if it is thought to be known.

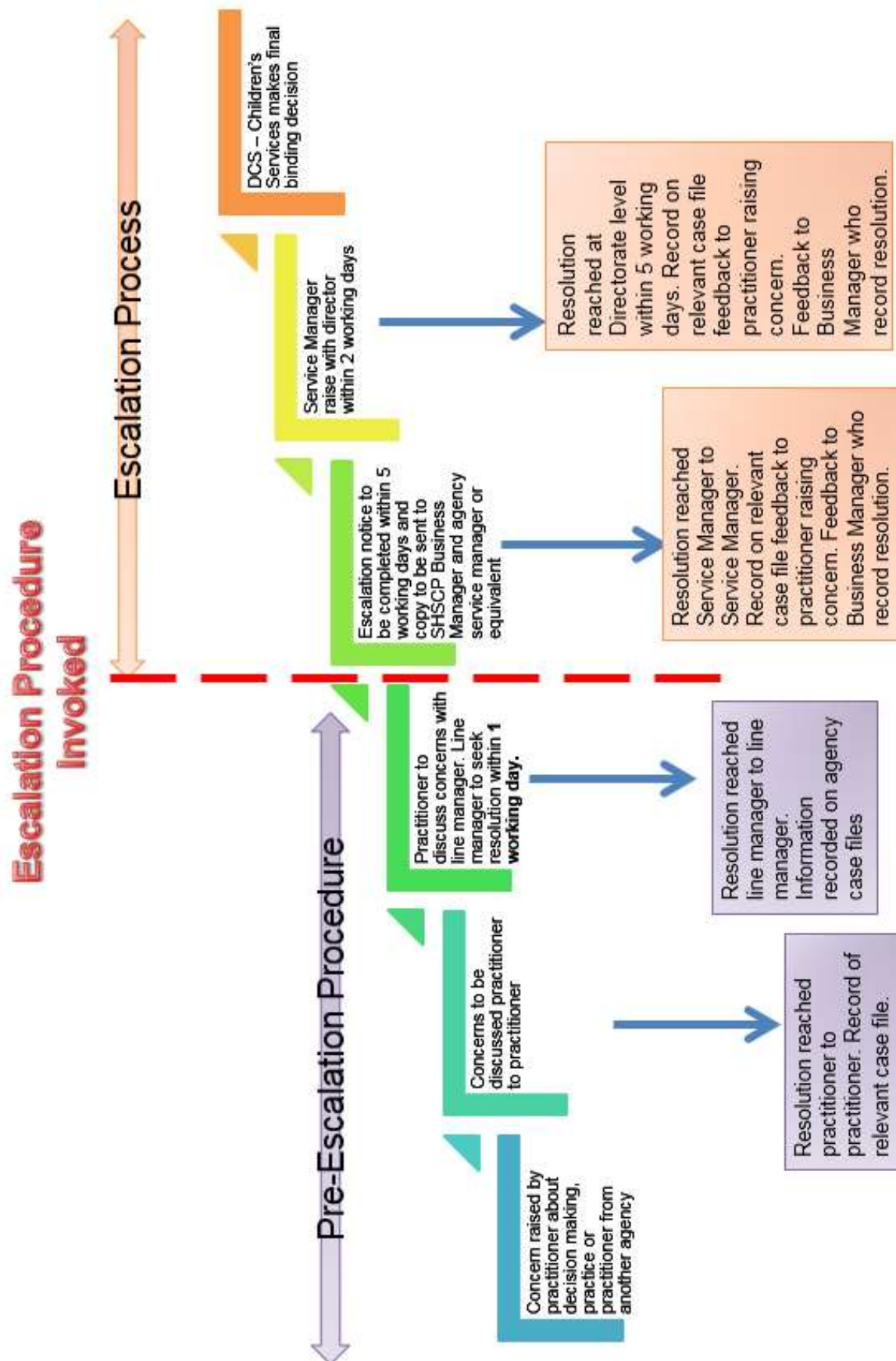
This item should not be left blank.

White British	<input type="checkbox"/>	White and Black Caribbean	<input type="checkbox"/>	Pakistani	<input type="checkbox"/>	Any other Black background	<input type="checkbox"/>
White Irish	<input type="checkbox"/>	White and Black African	<input type="checkbox"/>	Bangladeshi	<input type="checkbox"/>	Chinese	<input type="checkbox"/>
Traveller of Irish Heritage	<input type="checkbox"/>	White and Asian	<input type="checkbox"/>	Any other Asian background	<input type="checkbox"/>	Any other ethnic group	<input type="checkbox"/>
Any other White background	<input type="checkbox"/>	Any other Mixed background	<input type="checkbox"/>	Caribbean	<input type="checkbox"/>	Refused	<input type="checkbox"/>
Gypsy/Roma	<input type="checkbox"/>	Indian	<input type="checkbox"/>	African	<input type="checkbox"/>	Information not yet obtained	<input type="checkbox"/>
RELIGION							
Christian	<input type="checkbox"/>	Jehovah Witness	<input type="checkbox"/>	Taoist	<input type="checkbox"/>		
Atheist	<input type="checkbox"/>	Muslim	<input type="checkbox"/>	Not Known	<input type="checkbox"/>		
Hindu	<input type="checkbox"/>	Sikh	<input type="checkbox"/>	Other Religion	<input type="checkbox"/>		
Buddhist	<input type="checkbox"/>	Mormon	<input type="checkbox"/>	Refused to say	<input type="checkbox"/>		
Jewish	<input type="checkbox"/>	Jainism	<input type="checkbox"/>	No Religion	<input type="checkbox"/>		
If 'Other Religion' category chosen, please give details:							
First Language Child/ren				Interpreter Required?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
First Language Parent/Carer				Interpreter Required?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	

Please email the completed Service Request form to the Contact Centre:

adultandchildrenteam@sthelens.gov.uk

Appendix 5



Appendix 6

St Helens Key Contacts and Guidance

Useful Contact Details:

- SCP/Front Door: 01744 676600
- Police: 101
- NSPCC- 24-hour Helpline: 080 8800 5000
- Disclosure and Barring Service (DBS): www.gov.uk/dbs
- [SCP: 01744 671809](tel:01744671809)

Useful guidance documents:

Working Together to Safeguard Children:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

Keeping Children Safe in Education:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830121/Keeping_children_safe_in_education_060919.pdf

What to do if you are worried a child is being abused:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Information Sharing Guidance for Practitioners:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf