SAFEGUARDING AND CHILD PROTECTION POLICY 2024-2025

Policy Details

Policy Date:	2nd September 2024
Policy Status:	Statutory
Policy Review Cycle:	Annual
Next Review Date:	September 2025

1. Policy Details

Schools and colleges must have regard for the DfE statutory guidance 'Keeping Children Safe in Education (DfE 2024). This child protection policy should be read alongside this statutory guidance and all staff must read and understand at least Part 1 and Annex B of this guidance.

Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. There may be a need for immediate protection whilst the assessment is carried out.

A '***child in need***' is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. A social worker will lead and co-ordinate any assessment under section 17 of the Children Act 1989.

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions, and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

Working Together to Safeguard Children (DfE 2023) provides additional guidance which makes it clear that protecting children from harm and promoting their welfare depends upon a shared responsibility and effective joint working between different agencies:

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School Context

Key Contacts	Name	Contact Details
Head teacher/Principal	Elizabeth Lambe	headteacher@staugustines-runcorn.com
Designated Safeguarding Lead	Elizabeth Lambe	headteacher@staugustines-runcorn.com
Deputy Designated Safeguarding Lead(s)	Penny Johnson	pennyjohnson@staugustines-runcorn.com
Additional members of the Safeguarding Team	Alison McHale Charlotte Hessey	alisonmchale@staugustines-runcorn.com charlieheseey@staugustines-runcorn.com
Designated Safeguarding Governor	Rob Hughes	robhughes@staugustines-runcorn.com
Chair of Governor	Antoinette Woodehead	toniwoodhead@staugustine-runcorn.com

Designated Teacher for Looked After and Post Looked After Children	Penny Johnson	pennyjohnson@staugustines-runcorn.com
Designated Senior Mental Health Lead	Jessica Ellams	jessicaellams@staugustines-runcorn.com
Schools safeguarding email inbox.	Monitored by designated staff.	safeguarding@staugustines-runcorn.com
Halton Borough Council's Interim Headteacher of the Virtual School	Joanne Lloyd	Joanne.Lloyd@halton.gov.uk
Halton Borough Council's Safeguarding Children in Education Officer	James Jordan	james.jordan@halton.gov.uk
Halton Safeguarding Children Partnership's Integrated Contact and Referral Team (iCART)		Integrated Contact and Referral Team (iCART) - Halton Safeguarding Children Partnership Tel: 0151 907 8305
Emergency Duty Team – Children's Social Care	0345 050 0148	
Local Authority Designated Officer	Andrew Chisnall	LADO@halton.gov.uk and/or safeguarding.adminteam@halton.gov.uk
Police (to report a crime and immediate risk of harm or abuse to child).		101 or 999 (only in emergency)
NSPCC help/whistleblowing line	line is available 8.00am to 8.00pm Monday to Friday	0800 028 0285- email: help@nspcc.org.uk

This Safeguarding & Child Protection Policy is available on the school website and is reviewed and ratified annually by the governing body/board of trustees or as events, or legislation requires. Any improvements identified will be remedied without delay.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, contractors and visitors to share this commitment.

All staff refers to all adults, volunteers (including governors) or students on placement, working in any capacity in the school or in activities organised by the school which brings them in to contact with pupils of the school.

Child Protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a

role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Child is any pupil under the age of 18.

Visitors to school

All visitors must sign in on arrival and collect a visitor's lanyard and a School Information Leaflet which outlines Child Protection and Safeguarding procedures in school and how to report any concerns regarding a child/young person or another adult in school. Visitor lanyards must be worn at all times when in school. All visitors must sign in. Staff must ensure that visitors to school are supervised as appropriate and the requisite pre-employment checks have been completed as referenced in Part 3 of KCSiE. All contractors must follow the school's signing in arrangements as set out in contractual commissioning agreements.

PART A – Operational Child Protection and Safeguarding Procedures

Purpose of policy

The purpose of this safeguarding and child protection policy is to ensure every child who is a registered pupil at St Augustine's is safe and protected from harm. The Department for Education's (DfE) 'Keeping Children Safe in Education' (September 20234), defines safeguarding and promoting the welfare of children as:

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

The term 'children' includes everyone below the age of 18. The commitment to safeguarding and promoting the welfare of children, however, will extend to all children who visit our school.

The Governing body and senior leadership team take seriously their responsibility under section *157* of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering, or likely to suffer, harm. This includes child on child abuse and risks outside the home.

This policy will give clear direction to all stakeholders (including pupils, staff, parents, governors, volunteers and visitors), about our expectations and legal responsibility to safeguard and promote the welfare of all children at our school in line with current legislation, guidance and best practice.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

This policy has been written in accordance with the principles established by:

- Education Act 2002
- Children Act 1989
- Children Act 2004

- Safeguarding Vulnerable Groups Act 2006, as amended by the Protection of Freedoms Act 2012
- Counterterrorism and Security Act 2015
- Childcare Act 2006; Childcare (Disqualification) Regulation 2009 /2018
- Children and Families Act 2014
- Children and Social Work Act 2017 (legislation.gov.uk)
- Data protection Act 2018: Data protection: The Data Protection Act - GOV.UK (www.gov.uk)
- General Data Protection Regulations GDPR 2018
- Voyeurism (Offences) Act 2019 (legislation.gov.uk)
- Early years foundation stage (EYFS) statutory framework
- The Prevent duty: Departmental advice for schools and childcare providers DfE (September 2023)
- The Prevent duty: safeguarding learners vulnerable to radicalisation (September 2023)
- Domestic Abuse Act 2021 Statutory Guidance (Home Office April 2023)
- Data protection: toolkit for schools DfE (April 2024)
- Promoting the education of children with a social worker (March 2024)

and with reference to the following key documents:

- The Prevent Duty 2023
- Keeping Children Safe in Education 2024
- Working Together to Safeguard Children 2023
- Guidance for Safer Working Practice 2022
- Disqualification under the Childcare Act 2006 (updated 2018)
- Working Together to Improve School Attendance 2022
- What to do if you're worried a child is being abused: Advice for Practitioners 2015
- Information Sharing: Advice for Practitioners providing safeguarding services to children, young people, parents and carers 2018
- UKCISS Sexting in Schools and Colleges; Responding to incidents and safeguarding young people
- Sharing Nudes and Semi-Nudes: advice for education settings working with children and young people
- Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation
- Statutory guidance on FGM
- Statutory guidance for Children Missing Education
- Searching, Screening and Confiscation: Advice for Schools 2022
- Behaviour in Schools: Advice for Headteachers and School Staff 2022
- Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK 2023
- When to Call the Police
- Halton Children and Young People Safeguarding Partnership's Safeguarding procedures
- NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college viahttps://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/ or by calling 0800 028 0285- line is available 8.00am to 8.00pm Monday to Friday and email: help@nspcc.org.uk

- Further documentation and guidance can be found within Annex B of Keeping Children Safe in Education 2024.

Roles and responsibilities

All staff, volunteers and governors working in St Augustine's are responsible for the operation of this policy and have a legal duty to report any disclosure, allegation or suspicion of abuse, to the Designated Safeguarding Lead or, in their absence, their Deputy. Our policy and procedures also apply to extended school, off-site activities and organisations using our school premises for activities.

This must be done immediately following the disclosure or suspicion is made or arises.

Therefore, all adults, including volunteers, working in or on behalf of the school will:

- Demonstrate an understanding that safeguarding is everyone's responsibility.
- Maintain and demonstrate a mindset of "it could happen here."
- Do all they can within the capacity of their role, to ensure that children are protected from harm.
- Be fully aware of the importance of mental health in relation to safeguarding and how these children's experiences can impact on their mental health, behaviour, attendance and progress at school.
- Be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Be clear that children can abuse other children, that it can happen both inside and outside of school and will have received training on recognising the indicators and signs of child-on-child abuse.
- Demonstrate an understanding of the importance of challenging all inappropriate behaviours between peers, such as those listed within Keeping Children Safe in Education 2024
- Do all they can within the capacity of their role, to ensure that children grow up in circumstances consistent with safe and effective care.
- Do all they can within the capacity of their role, to ensure that children have the best outcomes.
- Report cases of suspected abuse or concerns to the DSL. This will be done as soon as possible.
- Report lower-level concerns relating to children to the DSL.
- Be alert to emerging problems that may warrant Early Help intervention, particularly those identified in Part 1 of KCSiE. Be aware of the early help process and their role in it. All staff should be reporting emerging problems that may warrant early help intervention (using the schools agreed format)
- Monitor all children absent from education or missing/absconding during the school day as this can be a sign of safeguarding concerns.
- Monitor all pupils, particularly those that are deemed vulnerable.
- Report any concerns regarding adults conduct to the Headteacher (using the school's agreed policy for managing allegations and low-level concerns policy)
- Understand the circumstances where it may be necessary to 'self-report' incidents where they could have found themselves in a situation which could be misinterpreted, or may appear compromising to others, or if they have behaved in a manner which, on reflection, they consider to fall below the standards set out within the code of conduct for staff
- All staff, if they have concerns, should act immediately and should always speak to the DSL or Deputy, recognising that early information sharing is vital in keeping children safe. In exceptional circumstances, staff will consider speaking to iCART to discuss safeguarding

concerns if the DSL is not immediately available as all staff are aware that ANYBODY can make a referral.

- All staff should be aware of the process for making referrals to children's social care via iCART Integrated Contact and Referral Team (iCART) - Halton Safeguarding Children Partnership and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

The Governing Body at St Augustine's will ensure that they meet the expectations set out in Part 2 of Keeping Children Safe in Education 2024, including that:

- the policies, procedures and training for all staff, governors and volunteers are effective and comply with the law at all times, both at induction and throughout the duration of their time as a member of the school.
- safeguarding policies and procedures are followed by all staff, governors and volunteers.
- safeguarding responses are in place in cases where children are absent from education.
- they appoint a DSL and Deputy DSL(s) and ensure that they are provided with appropriate support, funding, training, resources and time to carry out their role.
- they nominate a member of the governing body to act as 'Designated Safeguarding Governor', who is sufficiently trained (in addition to the safeguarding training received by all governors) to act as a 'critical friend' to the Headteacher and DSL.
- the school contributes to inter-agency working in line with statutory guidance Working together to safeguard children 2023
- safeguarding procedures take into account local guidance including Levels of Need Framework | Halton Children's Trust
- all staff members, governors and volunteers undergo safeguarding training (including online safety and an understanding of the expectations and applicable roles and responsibilities in relation to filtering and monitoring) at induction.
- all staff, volunteers and governors are aware of child-on-child abuse, have been trained in recognising the signs and indicators, and know that even if no incidents have been reported, it does not mean it is not happening in our school.
- DSLs and all staff, volunteers and Governors are trained and updated regarding safeguarding regularly in compliance with Keeping Children Safe in Education 2024
- children are safe online by ensuring that that the school has robust IT filtering and monitoring systems in place , regularly reviews their effectiveness and encourages safe and responsible use of digital technologies. Should be informed in part, by the risk assessment required by the Prevent Duty to limit children's exposure to online risks. A member of the governing body (Rob Hughes)is responsible for ensuring filtering and monitoring standards are being met.
- they will consider the number and age range of children, those who are potentially at greater risk of harm and how often they access the IT system.
- safeguarding is embedded within the curriculum.
- the school prevent people who pose a risk of harm from working with children by following safer recruitment practices, ensuring the Head, as well as other staff and governors involved in recruitment and induction have completed 'Safer Recruitment' training.
- there are procedures in place to manage allegations against teachers, the head, volunteers, governors and other staff, including supply staff, that may meet the harm threshold,
- there are procedures in place to manage low level concerns and allegations relating to adults in school, which do not meet the harm threshold.
- staff in school are aware of, and policies reflect, an understanding of specific issues such as child on child abuse and safeguarding children with disabilities and special educational needs

- all practice and procedures operate with the **best** interests of the child at their heart.
- they always have a designated teacher to promote the education of Looked After (and post looked after) Children (LAC / CLA)
- all staff are aware of safeguarding issues and vulnerabilities associated with LAC and Post LAC
- governing body, along with the school's senior leadership team, are responsible for satisfying themselves and obtaining written assurances from any relevant school lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure, in keeping with the requirements set out in KCSIE. This includes ensuring that the provision has effective safeguarding policy/procedures/training in place for all staff. The provision follows safer recruitment processes and have clear allegation management processes. Pupils who attend alternative provisions can often have complex needs and it is important that these settings are aware of the additional risk of harm that their pupils may be vulnerable to, and appropriate risk assessments/support plans are in place where pupils access provision offsite.

The Designated Safeguarding Lead (DSL) and all Deputies (DDSLs) will:

Be fully familiar with the role of the DSL as detailed in Keeping Children Safe in Education 2024's Annex C and adhere to this role.

The designated safeguarding lead will take **lead responsibility** child protection and wider safeguarding (including online safety and understanding the filtering and monitoring systems which are in place). This is explicit in their job description. The DSL at St Augustine's has the appropriate status and authority to carry out the duties of the post.

The role of the designated safeguarding lead carries a significant level of responsibility, and therefore the governing body at St Augustine's ensure that they are given the additional time, funding, training, resources and support they need to carry out the role effectively.

Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children. This includes, but is not limited to: -

- take lead responsibility for safeguarding and child protection.
- take lead responsibility for online safety and understanding the filtering and monitoring systems which are in place.
- act as a point of contact with the 3 safeguarding partners
- manage referrals to iCART (and the use of Halton's Assessment Toolkit), Police (including PREVENT) and other relevant agencies.
- act as navigator (formally lead professional) where best placed to do so on Multi Agency Plans at level 2 (MAPs)
- work together with other agencies in order to improve outcomes for children,
- attend (Level 3) Working Together training at least once every 2 years.
- undertake Prevent awareness training - Prevent duty training Gov.uk site
- update their skills and knowledge on a regular basis, but at least annually such as via Halton's DSL Workshops
- raise awareness of safeguarding throughout school and act as a point of support for all staff
- ensure that this policy is reviewed annually and is available publicly.
- maintain, update and amend the school's safeguarding portfolio regularly.

- ensure that parents are aware of school's responsibilities regarding safeguarding and child protection, including child on child abuse and online safety.
- maintain accurate safeguarding records that are stored securely (see record keeping for further details)
- be available during school hours.
- arrange cover of DSL role for any out of hours/out of term activities.
- represent school in multi-agency meetings and submit relevant reports in a timely fashion.
- be provided with appropriate support and supervision in order to carry out the role safely and effectively.
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- take a holistic view to ensure wider environmental factors are considered which may be a threat to safety and welfare of children (Contextual Safeguarding)
- receive training in managing and responding effectively to incidents of child-on-child abuse, ensuring there is a clear acknowledgement and awareness by all stakeholders that it is happening, but may not be being reported.
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them.
- be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program, etc
- be responsible for the sharing of child protection files when a child moves to a new school or college within 5 days, in line with Keeping Children Safe in Education and Halton's STAR Protocol (Appendix D)

Safeguarding Children & Early Help

St Augustine's is committed to providing our families with the right help at the right time. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later. Any child may benefit from early help, but ALL school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs.
- has special educational needs or health conditions (whether or not they have a statutory education, health and care plan).
- is a young carer.
- Has mental health needs.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- may experience discrimination due to their race, ethnicity, disability, religion, gender identification, sex or sexual orientation.
- has English as an additional language.
- Is at risk of so-called 'honour' based abuse such as Female Genital Mutilation or Forced Marriage
- is frequently missing/goes missing from care or from home.
- Has experienced multiple suspensions, is at risk or being permanently excluded
- is misusing drugs or alcohol themselves.
- is at risk of modern slavery, trafficking or exploitation.

- is at risk of being radicalised or exploited
- is in a family with circumstance presenting challenges for the child, such as temporary accommodation, substance abuse, adult mental health problems or domestic abuse.
- has a parent or carer in custody, or is affected by parental offending
- has returned home to their family from care.
- Is in care, previously looked after or any child not growing up with their birth family.
- is showing early signs of abuse and/or neglect.
- is at risk of being radicalised or exploited.
- is a privately fostered child.
- whose parents have expressed an intention to remove them from school to be educated at home.
- is absent from education.
- is an asylum seeker?
- any other identified reason not listed above that requires extra support or intervention to improve outcomes for families and children including mental health support.

We therefore ensure that:

- ALL staff and volunteers can identify the risk factors that indicate a family or pupil who may benefit from Early Help
- All staff and volunteers understand that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Staff are aware 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 condition without further exploration.
    - these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
    - the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
    - communication barriers and difficulties in managing or reporting these challenges.
    - cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.
    - At St Augustine's any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or a deputy) and the SENCO.
- ALL staff and volunteers will use the school's agreed format for letting the DSL know about Early Help requirements.
- DSLs will undertake a MAP (Level 2) assessment, when appropriate, to identify what Early Help is required. A MAP is a Multi-Agency Plan (MAP). MAP has replaced CAF and is designed to be a family friendly, outcomes focused assessment tool. MAP is a four-step process whereby staff can identify a child's needs early, assess those needs holistically, deliver coordinated services and review progress. MAP is designed to be used when:

- A member of staff is worried about how well a child is progressing (e.g., concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing)
- A child or their parent/carer, raises a concern with a member of staff.
- A child's needs are unclear, or broader than the member of staff's service can address.

In order to best support children and families, St Augustine's will participate fully in the Early Intervention/MAP process and will take on the role of 'Navigator', where appropriate. To support this, we will ensure that a member of staff is fully trained to use an electronic MAP which sits within the Eclipse database.

The MAP process is entirely voluntary and informed consent of parents or young person, where they are able to provide consent, is mandatory. St Augustine's recognises that should a family not provide consent, this may require a review of the Level of Need, as refusal to provide consent may increase the risk to the child and subsequent consultation with iCART (Integrated Contact and Referral Team) would be required.

The Early Intervention Locality Teams in Halton develop and maintain strong links to universal services, offer named link workers to key services, direct family support and offer support advice and guidance to professionals. The locality teams are located in Widnes and Runcorn.

Halton Borough Council newly developed 'Halton Family Hubs' provide support for children and young people from birth until they reach the age of 19 (or up to 25 for young people with special educational needs and disabilities). They will bring council, health and community services together so that families can access the right support at the right time Halton Family Hubs

Contact should be made with Early Help Managers, located within the Early Intervention Locality Teams or iCART team, for advice and support around the MAP process and for help to identify the most appropriate support services for a family's identified needs. If a MAP is already open and risks are increasing or the plan is not progressing, to request a step up to social care, the school should contact iCART via the referral form.

Child in Need and Child Protection Procedures

St Augustine's is committed to PREVENTING abuse, PROTECTING children from abuse and SUPPORTING those involved in cases of abuse. We therefore ensure that:

- ALL staff and volunteers understand the importance of teaching children how to keep themselves safe from all types of abuse, including child on child and domestic abuse.
- ALL staff and volunteers seek out opportunities that are relevant to their role, to teach children the skills to keep themselves safe.
- ALL staff and volunteers make and maintain positive and supportive relationships with children which enable children to feel safe and valued.
- Safeguarding has a high status throughout school by being on the agenda at staff meetings/briefings, information being readily available on notice boards, regular updates and training.
- ALL staff and volunteers feel confident in approaching DSLs to raise concerns.

- ALL staff and volunteers have an understanding of the four categories of abuse; NEGLECT, EMOTIONAL ABUSE, SEXUAL ABUSE, PHYSICAL ABUSE and know that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Staff exercise professional curiosity and know what to look for is vital in the early identification of abuse and neglect so they are able to identify cases of children who may be in need of help or protection.
- ALL staff and volunteers understand that there are other ways in which children can be abused such as Child on Child Abuse, Online, Child Criminal Exploitation (Including through County Lines), Child Sexual Exploitation, Female Genital Mutilation, Honour Based Abuse, Radicalisation, Trafficking, Slavery, Forced Marriage, Domestic Abuse (as either a direct victim or witness) and others.
- ALL staff and volunteers have the knowledge, skills and expertise to recognise the signs and symptoms of all types of abuse and staff understand that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.
- ALL staff and volunteers are aware that technology is a significant component in many safeguarding and wellbeing issues. They understand children are at risk of abuse and other risks online as well as face to face. They know that in many cases abuse and other risks will take place concurrently both online and offline. All staff are aware that children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.
- ALL staff and volunteers, but especially the designated safeguarding lead (and deputies) consider whether children are at risk of abuse or exploitation in situations outside their families. They know that extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.
- ALL staff, if they have concerns, know these should be acted on immediately: early information sharing being vital in keeping children safe. In exceptional circumstances staff should consider speaking to a member of SLT or iCART to discuss safeguarding concerns if the DSL is not immediately available.
- DSLs keep up to date with emerging and specific safeguarding issues and update training accordingly.
- DSLs update staff and volunteers' knowledge and understanding of such issues in order for them to be able to identify children who are at risk of such specific safeguarding issues.
- ALL staff and volunteers will maintain and demonstrate an attitude of "it can happen here".
- ALL staff and volunteers are child-centred in their practice and act in the best interests of the child at all times.
- ALL staff recognise and understand that behaviour can be a child's way of communicating distress and changes to behaviour may be an indicator of abuse.

- ALL staff determine how best to build trusted relationships with children and young people which facilitate communication.
- ALL staff are able to reassure victims that they are being taken seriously and that they will be supported and kept safe.
- ALL staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This does not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead if they have concerns about a child.

Responding to Disclosures and Referrals to Children's Social Care

ALL staff and volunteers have the skills to respond appropriately and sensitively to disclosures or allegations of abuse. Staff, governors, volunteers and other adults working in school know they must:

- Listen and keep calm. Do not interrupt.
- NOT promise the child that you will keep the matter confidential. Explain to the child who you will need to tell and why.
- Observe visible bruises and marks, but do not ask a child to remove or adjust their clothing to view them.
- Keep questions to a minimum as your role is not to investigate. If you need to ask questions in order to ascertain whether this is a safeguarding concern, ensure they are open questions.
- Use the "***TED***" model for asking open ended questions: "**T**ell me about that", "**E**xplain that to me", "**D**escribe that".
- Make a record of what has been said immediately afterwards in words used by the child and yourself to the best of your memory. Use capital letters for the child's words to help distinguish between the two.
- Note anything about the child which is connected i.e., any visible injuries including the position and description, the demeanour of the child i.e., crying, withdrawn etc.
- Clearly indicate whether fact, opinion or third-party information
- Report the matter immediately to the Designated Safeguarding Lead
- If in doubt, seek advice from the Designated Safeguarding Lead

They will not:

- Ask leading questions, put words into the child's mouth or press for details.
- Rush the child
- Examine the child.
- Investigate
- Promise confidentiality.
- Summarise or use your own words to describe events.
- Delay sharing the information with the Designated Safeguarding Lead
- Take photographs of any marks or bruises

In addition, though, all staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

All members of the school community have a statutory duty to safeguard and promote the welfare of children and young people. If any member of the school community has a safeguarding concern regarding a child, they should contact the Designated Safeguarding Lead without delay. Staff and governors should not investigate possible abuse or neglect themselves.

Injuries noted should be reported to the Designated Safeguarding Lead immediately and without delay as it is acknowledged that once an injury occurs, the body will start to heal and therefore evidence will start to diminish.

The Designated Safeguarding Lead will consider the information they have received and will determine what action should be taken by the school. Options will then include:

- managing any support for the child internally via the school's or college's own pastoral support processes
- undertaking an early help assessment, or
- making a referral to statutory services, for example as the child might be in need, is in need or suffering, or is likely to suffer harm.

He/she will refer to the Halton Levels of Need framework to aid this decision making (see Appendix B). He/she must record the outcome of this decision-making process.

If the Designated Safeguarding Lead is unsure as to whether the presenting concern reaches the threshold for referral to Children's Social Care, they should contact the Integrated Contact and Referral Team (iCART) for advice (See Appendix B for the referral flowchart).

Children's Social Care contact details are as follows:

- iCART, 9am-5pm Mon-Thursday, 9am-4.30pm Friday: 0151 907 8305
- Out of hours Emergency Duty Team (EDT): 0345 050 0148

If the Designated Safeguarding Lead feels that the concern should be addressed via the Multi Agency Level 2 (MAP) or Levels 3 or 4 (Child in Need and Child Protection), then they should contact the child's parent(s) to request consent to proceed. If the parent(s) refuses to give consent, the Designated Safeguarding Lead should consider how to proceed, including if refusal increases the risk of harm to the child. (If required, appropriate translation will be provided, avoiding the use of family or local community members.)

Where the Designated Safeguarding Lead feels that the information indicates that a child is in need of protection (Level 4 – Section 47 only), they should still contact the parent(s) to inform them that they are making a referral to Children's Social Care and to gain consent, unless to do so would place the child at increased risk of harm, for example:

- where sexual abuse involving a family member is suspected or disclosed
- where fabricated or induced illness is suspected
- where to do so would impede an existing criminal investigation.

The Designated Safeguarding Lead and/or Deputy will complete, in detail, the Children's Social Care multi-agency referral form (available on the Halton Safeguarding Children Partnership Home - Halton

Safeguarding Children Partnership . They will include as much detail as possible relating to the child, immediate and wider family, the allegation of harm, situation, context, environment, risks and protective factors to enable Children's Social Care to react in a timely way. This referral form must be completed within a maximum of 48 hours but sooner when requested. Referral forms **must be accompanied be at least one of Halton's assessment toolkit and screening forms**. ICART referral | HBC forms (halton.me)

If the school does not receive an outcome to their referral from Children's Social Care within one working day, the Designated Safeguarding Lead should contact iCART immediately.

If the referral to iCART results in an assessment and a period of **Child in Need** (Level 3) or **Child Protection** (Level 4) the Designated Safeguarding Lead and/or Deputy alongside all members of the plan have equal responsibility contribute to assessments, lead on actions, chairing and taking minutes thoroughly with the relevant assessment and resulting plan. The DSL or a Deputy DSL will attend all meetings linked to a child's plan of support, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes. If the referral to iCART results in Level 2 support being requested and it is deemed school is the best agency to navigate, then the DSL/DDSL will navigate a Level 2 MAP offering support as identified in the assessment.

The DSL and Deputies meet regularly to ensure that decisions made about children who are subjects of Child Protection Plans are agreed and a clear rationale for the decision is documented.

A copy of the child's CP Plan is included in the child's individual safeguarding file.

Staff are offered appropriate support and/or supervision that is relevant to their role or involvement in particular cases.

Communication and work with parents and carers will always be undertaken in a supportive manner and in the best interests of the child.

ALL staff understand that children who perpetrate abuse or display harmful behaviour (including harmful sexual behaviours) should be treated as victims first and foremost and supported in the same way a victim of abuse would be supported.

Specific programmes of intervention and support are offered to children and families who are vulnerable.

Risk Assessments will be undertaken where a child's behaviour poses a risk to others, themselves or the environment.

Professional Challenge, Escalation and Resolution

At St Augustine's we promote a culture which encourages constructive challenge within our organisation and between organisations; acknowledging the important role that challenge can play in safeguarding children.

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

Where professional disagreement occurs and the Designated Safeguarding Lead and/or Deputy are unhappy with the actions or decisions of another agency, they need to professionally challenge. The disagreement can often be resolved by discussion & negotiation between the practitioners concerned. A record of the professional challenge should be noted on the child's records with the outcome.

When all efforts have been made to address disagreements have been unsuccessful and no resolution has been agreed to achieve better outcomes for the child/ren then the Designated Safeguarding Lead and/or Deputy must escalate their concern in line with Halton Safeguarding Children Partnership's formal escalation policy to ensure a timely resolution. Professional Challenge & Escalation Procedure-Halton Safeguarding Children Partnership

Safer recruitment & Managing Allegations Against Staff (including Low Level Concerns)

St Augustine's follow part 3 of 'Keeping Children Safe in Education 2024 and pay full regard to 'Safer Recruitment' requirements including but not limited to:

- verifying candidates' identity and academic or vocational qualifications
- obtaining professional and character references
- checking previous employment history and ensuring that a candidate has the health and physical capacity for the job,
- UK Right to Work
- clear enhanced DBS check
- any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with children.
- shortlisted candidates will be informed that online search will be completed as part of due diligence checks.
- For individuals who have lived or worked outside the UK, in addition to the same checks as all other staff, the school will complete any additional checks required to satisfy themselves that the individual is suitable to work with children. This may include obtaining a letter from the professional regulatory authority in the country (countries) in which the candidate has worked confirming that they have not imposed any sanctions or restrictions, and /or that they are aware of any reason they are unsuitable to teach where possible.

Evidence of staff member's identity (including a birth certificate where possible), required qualifications and the right to work in the UK will be kept in individual personnel files.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

St Augustine's will ensure that written risk assessments are undertaken in situations where information provided on DBS certificates necessitates so. Written risk assessments are undertaken for all volunteers not engaging in regulated activity.

The following school staff have undertaken Safer Recruitment training:

- Steve Jevons
-
-
- The following members of the governing body have also been trained:
- Antoinette Woodhead
- Rob Hughes
- Christine Smith

At least two of the persons named above will be involved in all staff recruitment processes and sit on the recruitment panel.

A Single Central Record (SCR) is kept of checks that are undertaken on all adults who regularly work at or visit the school.

The SCR is stored securely and only accessed by designated staff.

The Head and Safeguarding lead at HFCMAT should evidence regular (at least termly) oversight/scrutiny of the SCR.

Covering letters will be obtained from agencies and other employers that provide staff to work in school to confirm that appropriate checks have been undertaken. Agencies will be requested to complete the checklist found at Appendix C. Individual identity checks will be undertaken on these staff to ensure they are employees of the named agency/employer.

Induction

Our staff induction process will cover:

- The Safeguarding & Child Protection policy
- The Online Safety Policy (historically known as 'e-safety')
- The Behaviour Policy
- The Staff Behaviour Policy (sometimes called a Code of Conduct)
- The safeguarding response to children who are absent from education.
- The role of the DSL (including the identity of the DSL and any deputies)
- Whistleblowing Policy

Copies of all these policies, a copy of part one of KSCIE and Annex B are provided to all staff who work directly with children at induction.

We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work. We will support staff by providing opportunities for reflective practice including opportunity to talk through all aspects of safeguarding work within education with the DSL and to seek further support as appropriate.

Allegations or Concerns Raised Against School Staff, Supply Staff and Other Adults in School

St Augustine's follows the guidance set out in Part 4 of 'Keeping Children Safe in Education 2024', covering both levels of allegations and concerns:

1. Allegations that may meet the harms threshold.

2. Allegation/concerns that do not meet the harms threshold – referred to as 'low level concerns.

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, contractors, volunteers, and visitors) harming or posing a risk of harm to children, they should speak to the Head or DSL (unless it relates to the head in which case they should speak to the chair of governors toniwoodhead@staugustines-runcorn.com or Executive Head stevejevons@staugustines-runcorn.com

Allegations that may meet the harm threshold are defined as when it is alleged the adult has:

- behaved in a way that has harmed a child or may have harmed a child and/or.
- possibly committed a criminal offence against or related to a child and/or.
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (transferrable risk).
- Behaved in a way in their personal life that raises safeguarding concerns. These concerns do not have to directly relate to a child; and/or
- As a parent or carer, has a child that has become subject to child protection procedures; and/or
- Is closely associated with someone in their personal lives (e.g. partner, member of the family or other household member) who may present a risk of harm to child/ren for whom the member of staff is responsible in their employment/volunteering

In these instances, the school will follow the guidance within KCSIE Part 4 Section One, in line with . Dealing with Allegations against People Working with Children including consideration of the North West LADO Threshold Matrix

Where no further action is taken, the case manager (Head or Chair of Governors) and the LADO will:

- record the decision and justification for it; and,
- agree on what information should be put in writing to the individual concerned and by whom.

If St Augustine's receive an allegation relating to an incident that happened when an individual or organisation was using our school premises for the purposes of running activities for children (for example community groups, sports associations or service providers that run extra-curricular activities). As with any safeguarding allegation, the school will follow our safeguarding policies and procedures, including informing the LADO.

Low-Level Concerns

As part of St Augustine's approach to safeguarding, we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Creating a culture in which **all** concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. By doing so, it will encourage an open and transparent culture; enabling the school to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of our institution.

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold of harm. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf *of* St Augustine's may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, but does not meet the allegations threshold or is otherwise not considered serious enough to justify a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children.
- having favourites.
- taking photographs of children on their mobile phone.
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is crucial that any such concerns are shared responsibly and with the right person and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of our school from potential false allegations or misunderstandings. It also ensures that the values and expected behaviour which are set out in our staff code of conduct are constantly lived, monitored and reinforced by all staff.

Through training, thorough induction, exit interviews and other opportunities we can:

- ensure our staff, volunteers and other adults in school are clear about what appropriate behaviour is and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others.
- empower staff to share any low-level safeguarding concerns with the Headteacher (edit as necessary for your setting.
- address unprofessional behaviour and support the individual to correct it at an early stage.
- provide a responsive, sensitive and proportionate handling of such concerns when they are raised; and,
- help identify any weakness in our safeguarding systems.

The Head will respond to any low-level concerns in line with the guidance set out within Keeping Children Safe in Education Part 4 Section 2 and the HFCMAT Staff Code of Conduct Policy.

Whistleblowing

All staff at St Augustine's are aware of their duty to raise concerns, where they exist, which may include the attitude or actions of colleagues. The school's Whistleblowing Policy is there to support and aid them in these circumstances. The whistleblowing policy is shared with all staff, volunteers and governors at induction, and available to all.

Whistleblowing regarding the Headteacher should be made to the Chair of the Governing Body, whose contact details should be readily available to staff.

Should the situation arise where a member of staff feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, advice can be sought via the NSPCC helpline or through OFSTED's Whistleblowing helpline. The contact details are: -

NSPCC Telephone number - 0800 028 0285. Email – help@nspcc.org.uk

OFSTED Whistleblowing helpline Telephone number - 0300 1233155

Email – whistleblowing@ofsted.gov.uk

Confidentiality

St Augustine's recognises that all matters relating to child protection are confidential.

The Head, Designated Safeguarding Lead and Deputy will disclose any information about a child to other members of staff on a need-to-know basis only. Guidance about sharing information can be found in the 2018 document "*Information Sharing: Advice for Practitioners providing safeguarding services to children, young people, parents and carers 2018*"

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise confidentiality to a child which might result in the child's safety or wellbeing being compromised.

St Augustine's will always share our intention to refer a child to Children's Social Care with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation.

St Augustine's recognises that children's welfare is our paramount concern and therefore will use the principles set out in section 1 of the Children Act 1989 in order to inform some decisions regarding information sharing.

St Augustine's pays due regard to the relevant data protection principles which allow us to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR).

St Augustine's is aware of the processing conditions under the Data Protection Act 2018 and the GDPR which allow us to store and share information for safeguarding purposes, including information which is sensitive and personal, and this is treated as "special category personal data". Where we would need to share special category personal data, we are aware that the Data Protection Act 2018 contains "safeguarding of children and individuals at risk" as a processing condition that allows us to share information. This includes allowing school to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that we can gain consent, or if to gain consent would place a child at risk.

Staff training, practice and conduct

St Augustine's is committed to providing staff and volunteers with the skills and knowledge needed to safeguard children. We therefore ensure that:

- ALL staff and volunteers will receive Safeguarding Training (including on-line safety and expectations in relation to filtering and monitoring) on induction using National College and Halton Safeguarding pack which includes Keeping Children Safe in Education 2024, online safety policy, Whistleblowing Policy and Staff Code of Conduct Policy.
- Staff induction will also include Child Protection Policy, Pupil Behaviour and Relationships Policy and safeguarding response to children who are absent from education.
- ALL staff, governors and volunteers will receive relevant safeguarding training (at least) annually.
- The DSL/s will provide ALL staff, volunteers and governors with regular safeguarding updates throughout the year.
- ALL staff, volunteers and governors will read and show an understanding of any updates that are provided, including those related to Keeping Children Safe in Education 2024.
- DSLs will attend DSL training every 2 years.
- DSLs will update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis, such as via Halton's Safeguarding Bulletins and DSL Workshops
- DSLs and Staff will access relevant levels of Prevent Awareness Training
- The Head and at least two members of any recruitment panel will complete Safer Recruitment Training. This will be renewed at least every 5 years.
- ALL staff, volunteers and governors will undertake any additional specialised training on matters such as Child on Child Abuse (including Sexual Violence and Sexual Harassment in schools) Child Sexual Exploitation, Prevent, Domestic Abuse, Online Safety, FGM etc., as is deemed necessary by the SLT/DSL and that is particularly relevant to the context and needs of our school.
- Any staff member will discuss any specific training requirements or gaps in knowledge or understanding with the DSL/s and/or through the appraisal process.

- Detailed records will be held of staff safeguarding training within the safeguarding portfolio.

Health and safety, risk assessments and visitors

Day-to-day responsibility for health and safety issues in St Augustine's will be delegated to a member of staff who is competent to carry out these duties and who has received the appropriate training. This is: Elizabeth Lambe

See the school's Health and Safety Policy for further details.

St Augustine's is committed to keeping pupils safe by ensuring that visitors to school do not pose a risk to children at our school. We therefore ensure that:

- Visitors to school sign in and wear identification to indicate they have done so.
- ALL staff and children, where appropriate, will challenge visitors to school who are not wearing correct identification.
- Visitors sign out and remove/hand in their identification when they leave the school.
- Visitors are made aware of who to speak to if they are worried about a child during their visit by the information sheet they receive when they sign in.
- Visitors are accompanied during their visit, when children are present, unless they have undergone relevant checks, and these are accepted and verified by DSL or Head. If unsupervised they will also be provided with a summary of key safeguarding, behaviour and code of conduct expectations.
- Visitors will behave in a way that is compliant with the school's code of conduct.
- Visitors will not use mobile phones or other similar electronic devices during their visit unless agreed by the Head or DSL.
- Visitors will not initiate contact or conversations with pupils unless this is relevant and appropriate to the reason for their visit.
- When there are several visitors to the school at the same time (such as for an assembly etc.) there will be adequate staff supervision of children and visitors. A risk assessment will be undertaken if deemed necessary or appropriate.
- When visitors are undertaking activities with children, content of the activity will be agreed with the Head or DSL, prior to the visit.
- Contractors will be managed in line with the school's Health and Safety / Contractors on site policy (adapt as needed)

Record Keeping

St Augustine's is committed to recording all matters relating to the welfare of children in a relevant format. We therefore ensure that:

- DSLs will create and maintain accurate safeguarding records.
- There is an agreed format for reporting all matters relating to child wellbeing, from an early help requirement to a disclosure of abuse. Records will be maintained by the Designated

Safeguarding Lead and Deputy/ies through the CPOMS system – including actions and decisions made / outcomes reached and the rationale behind these decisions.

- ALL staff use the agreed format for passing on concerns.
- Concerns should be factual, and evidence based.
- Concerns should be recorded on CPOMS.
- Concerns should be passed directly to the DSL.
- The Designated Safeguarding lead and their Deputy will ensure that relevant members of staff have access to the information on the CPOMS online system and will ensure that only the Designated Safeguarding members of staff are provided with full permissions. Historic paper files and records should be destroyed once uploaded onto CPOMS to avoid duplication of information.
- For volunteers, visitors, supply staff and governors (who do not have access to CPOMS), concerns will be recorded through the use of a 'record of concern' form, which will then be uploaded on to CPOMS along with a summary of the information recorded. (Edit as required for your school)
- Files will be archived and securely stored until the child's 25th birthday at the school where the pupil attends at statutory school leaving age, in line with statutory guidance. DSLs will record all discussions, decisions and rationale behind decisions and sharing of information in the child's records.
- DSLs will record evidence of child's wishes, professional challenge, offers of early help and multi-agency working.
  When individual pupils are discussed during staff meetings, such as supervision, staff updates or risk assessments etc. pupil information should be anonymised and stored in a secure manner.
- At St Augustine's we have a safeguarding inbox which is monitored by Elizabeth Lambe this enables secure effective information sharing with Police, Health and Children's Care so that timely safeguarding and holistic support can be provided for the child/children whom we have concerns about.

Transfer of Records

- A pupil's safeguarding file will be transferred, in its entirety, to the educational establishment where the child moves to, unless there is ongoing legal action, within 5 working days of admission, in line with KCSIE 2024 and the Halton STAR Protocol (see Appendix D).
- The safeguarding file will be sent securely to the DSL at the receiving school.
- A receipt will be obtained at time of transfer and the responsibility for the safeguarding records will pass to the receiving school (See Appendix E)
- The educational establishment where the pupil attends at statutory school leaving age (18) will securely retain the safeguarding records until the child's 25th birthday. Safeguarding records will then be destroyed securely.
- School will seek advice from Halton's Safeguarding Children in Education Officer if any staff are unclear about any aspects of safeguarding record keeping.

PART B – Specific Areas of Safeguarding

ALL staff and volunteers understand that there are specific and emerging ways in which children can be abused and are aware of these specific issues, reporting any concerns in the appropriate manner to the DSL. Part B of this policy explores some of these specific areas of safeguarding in more details. Further information on specific areas of safeguarding can be found within Part 1 of Keeping Children Safe in Education 2024 and Annex B.

Absent from education, persistently absent pupils and pupils electively home educated.

When a child is absent from education particularly repeatedly and/or for prolonged periods, or persistently absent this can be a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. At St Augustine's we closely monitor school attendance to identify any pupils who are absent from education particularly repeatedly and/or for prolonged periods, or children who are persistently absent. All staff are aware of the school's unauthorised absence procedures and our graduated response to support pupils repeatedly absent from education.

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

Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Schools have a safeguarding duty in respect of their pupils, and as part of this should investigate any unexplained absences.

When a child is deemed to be missing from education, schools must make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register.

Once these enquiries have been undertaken, the local protocol for Children Missing Education must be followed.

Pupils at particular risk of CME:

- Pupils at risk of harm/neglect

Children may be missing from education because they are suffering from abuse or neglect. Where this is suspected school should follow the local child protection procedures

- Children of Gypsy, Roma and Traveler (GRT) families

Research has shown that many children from these families can become disengaged from education, particularly during the secondary school phase. It is therefore important that schools inform the local authority when a GRT pupil leaves the school without identifying a new destination school,

particularly in the transition from primary to secondary so that they can attempt to facilitate continuity of the child's education.

- Children of Service Personnel

Families of members of the Armed Forces are likely to move frequently – both in the UK and overseas and often at short notice.

- Missing children and runaways

Children who go missing or run away from home or care may be in serious danger and are vulnerable to crime, sexual exploitation or abduction as well as missing education.

- Children and young people supervised by the Youth Justice System

Children who have offended or are at risk of doing so are also at risk of disengaging from education.

- Children who cease to attend a school.

There are many reasons why a child stops attending a school. It could be because the parent chooses to home educate their child. However, where the reason for a child who has stopped attending a school is not known, the local authority should investigate the case and satisfy itself that the child is receiving suitable education.

- Children of new migrant families

Children of new migrant families may not have yet settled into a fixed address or may have arrived into the local area without the Local Authority becoming aware, therefore increasing the risk of the child missing education.

Elective Home Education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs. If a parent/carer has expressed their intention to remove a child from school with a view to educating at home, St Augustine's will co-ordinate a meeting with the LAs, other key professionals and parents to work together before a final decision has been made. This will ensure that the parents/carers have considered what is in the best interests of the child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child has an Education, Health and Care plan local authorities will need to review the plan, working closely with parents and carers.

Child on Child Abuse

At (St Augustine's all staff receive training on child-on-child abuse, such as through an INSET or during induction.

We have adopted a 'whole school approach' to tackling sexism and child on child abuse (including sexual violence and sexual harassment).

We fully understand that even if there are no reports of child-on-child abuse in school it may be happening. As such, all our staff and children are supported to:

- be alert to child-on-child abuse (including sexual harassment) and know it can happen both inside and outside school and online.

- be clear as to the school's policy and procedures with regard to child-on-child abuse and know the important role they have to play in preventing it and responding where they believe a child may be at risk from it.
- understand how the school views, records and responds to child-on-child abuse.
- stay safe and be confident that reports of such abuse will be believed, taken seriously and acted upon.

We will not tolerate instances of child-on-child abuse and will not pass it off as "banter", or "part of growing up".

We will challenge inappropriate behaviours between children that are abusive in nature.

We will recognise that "child on child abuse" can occur between and across different age ranges.

We will follow both national and local guidance and policies to support any child subject to child-on-child abuse.

We will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools in line with Part 5 of Keeping Children Safe in Education 2024.

Children can abuse other children. Child on child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. This includes:

- Bullying (including physical, name calling, homophobic, prejudice-based, discriminatory and cyber bullying)
- Gender based violence.
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- Sexually harmful behaviour, including 'upskirting' and sexting.
- sexual violence,1 such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment,2 such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- consensual and non-consensual sharing of nude and semi-nude images and/or videos10F3 (also known as sexting or youth produced sexual imagery)

[1] For further information about sexual violence see Part 5 and Annex B.
[2] For further information about sexual harassment see Part 5 and Annex B.
[3] UKCIS guidance: Sharing nudes and semi-nudes advice for education settings

- upskirting,4 which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

This abuse can be motivated by perceived differences e.g., on grounds of race, religion, gender, culture, sexual identity, disability, special educational needs or other differences and can result in significant, long lasting and traumatic isolation, intimidation or violence to the victim.

Recognising and responding to child-on-child abuse

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. An assessment of an incident between two (or more) children should be completed and consider the following:

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour, coercion or bribery?
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer in duration

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

It is important to develop appropriate strategies in order to prevent the issue of child-on-child abuse rather than manage the issues in a reactive way. Even with the most stringent of policies and support

[4] For further information about 'upskirting' see Annex B.

mechanisms, child on child abuse can and may still occur. In order to try to prevent this St Augustine's will:

- Have an ethos where students and staff treat each other with respect and understand how their actions affect others
- Ensure that the school environment is one that allows students to share information about anything that is upsetting or worrying them
- Use a strong and positive PSHCE curriculum to tackle issues such as prejudiced behaviour, and gives an open forum for young people to talk
- Openly discuss any issues that could motivate bullying with staff and students
- Address issues early between pupils which might later provoke conflict
- Develop strategies to help to prevent bullying
- Involve students and parents to ensure they know what to do to prevent and report concerns
- Create an inclusive, safe environment where pupils can openly discuss issues without fear
- Invest in skills to help staff understand the needs of SEND, disabled and lesbian, gay, bisexual and transgender pupils through staff training and CPD to ensure that staff do not dismiss issues
- Work with the wider community and agencies to tackle issues that occur outside the setting

Remote Learning

There may be occasions where the school will need to implement a 'remote learning' approach to education. This might be due to health reasons, such as periods of 'self-isolation', or when extreme weather prevents the school from fully opening.

During times of partial closure, priority will be given to those pupils identified as being vulnerable.

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child.
- have an education, health and care (EHC) plan.
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
- children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services.
- adopted children or children on a special guardianship order.
- those at risk of becoming NEET ('not in employment, education or training')
- those living in temporary accommodation.
- those who are young carers.
- those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)

- care leavers
- others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health.

St Augustine's will continue to work with and support children's social workers to help protect vulnerable children during any time of partial or full closure. This includes working with and supporting children's social workers and the local authorities virtual school head for looked-after and previously looked-after children. The lead person for this will be Elizabeth Lambe

In circumstances where a parent is hesitant about or does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and St Augustine's will explore the reasons for this directly with the parent.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care (via iCART) and as required, the police.

Online teaching should follow the same principles as set out in St Augustine's code of conduct and in line with Guidance for Safer Working Practice.

Below are some things to consider if there are virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils.
- Staff should record, the length, time, date and attendance of any sessions held.

Child Criminal and Sexual Exploitation

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

Child Sexual Exploitation

Child Sexual exploitation (CSE) is sexual abuse of a child. The definition of Child Sexual Exploitation is:

"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."

Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex.
- can still be abuse even if the sexual activity appears consensual.
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity.
- can take place in person or via technology, or a combination of both.
- can 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.
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example).
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender identity, sexual orientation, cognitive ability, physical strength, status, and access to economic or other resources.
- Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship.

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation. Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections.
- in girls, repeat pregnancy, abortions, miscarriage.
- receiving unexplained gifts, or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress.
- going to hotels or other unusual locations to meet friends.
- seen at known places of concern.
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults

- unknown adults collecting the children from school.
- having older boyfriends or girlfriends
- involved in abusive relationships, intimidated and fearful of certain people or situations.
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation.
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether.
- repeat absences / truancy from school (e.g., same time of day, same day each week, etc.)
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders.
- drug or alcohol misuse
- frequent missing from home episodes
- getting involved in crime, police involvement, police records.
- involved in gangs, gang fights, gang membership.
- injuries from physical assault, physical restraint, sexual assault

St Augustine's follows the Child Sexual Abuse - Halton Safeguarding Children Partnership Where there are concerns about possible CSE, St Augustine's will complete the Criminal Exploitation Screening Tool and submit the completed tool to Halton iCART. In addition, school will be vigilant to any concerns in relation to intelligence linked to CE such as, a 'person of interest' e.g., a potential exploitation perpetrator, a specific location where exploitation is thought to be occurring or a group be discussed (be that a physical or online location). We will follow HSCP reporting procedure using the ERASE TOOL developed by St Helens Safeguarding Children Partnership Child Sexual Abuse - Halton Safeguarding Children Partnership

Child Criminal Exploitation

Child Criminal Exploitation (CCE) is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child 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.

They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Child Criminal Exploitation.

- can affect any child or young person (male or female) under the age of 18 years.
- can affect any vulnerable adult over the age of 18 years.
- can still be exploitation even if the activity appears consensual.
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence.
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

A typical feature of this form of exploitation is “County Lines” criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from one area to another, typically from urban areas to suburban and rural areas, market and seaside towns.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (NRM) should be considered. Like other forms of abuse and exploitation, county lines exploitation:

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of exploitation. Signs include:

- 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

Where there are concerns about possible CCE, St Augustine’s will complete the Criminal Exploitation Screening Tool and submit the completed tool to Halton iCART.

Where there are concerns in relation to intelligence linked to CCE such as, a 'person of interest' e.g., a potential exploitation perpetrator, a specific location where exploitation is thought to be occurring or

a group be discussed (be that a physical or online location). We will follow HSCP's reporting procedure using the Child Exploitation (Pan Cheshire)

Prevention of radicalisation

Children may be susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of our schools safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect people from extremist ideologies and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, our staff are alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral.

St Augustine's values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the susceptible or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard[5] to the need to prevent people from being drawn into terrorism".[6] This duty is known as the Prevent duty.

Under duties imposed within the Prevent Duty Guidance 2023 as part of the Counter-Terrorism and Security Act 2015, St Augustine's will ensure that situations are suitably risk assessed, that they will

work in partnership with other agencies, that all staff are suitably trained and have completed the Home Office's Prevent Training and that IT policies will ensure that children and young people are safe from terrorist and extremist material when accessing the internet in school.

The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving in relation to safeguarding concerns linked to Prevent.

The School Lead (Single Point for Contact) for Prevent is Name, role & contact details.

The Channel and Prevent contacts within Cheshire Constabulary can be found here:

https://www.cheshire.police.uk/advice/advice-and-information/t/prevent/prevent/

Team email: prevent@cheshire.pnn.police.uk

Alternatively, there are the following national contacts available:

https://www.npcc.police.uk/CounterTerrorism/Prevent.aspx

Anti-Terrorist Hotline 0800 789 321

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

Statutory guidance on Channel is available at: Channel guidance.

Mandatory reporting of FGM

Teachers *must* personally report to the police cases where they discover that an act of FGM appears to have been carried out, by calling 101. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's Designated Safeguarding Lead and involve Children's Social Care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e., where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.
https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

If there are suspicions regarding FGM, it is essential that schools take action **without delay**. If there are concerns that a child is at risk of, or is a victim of, FGM contact the police via 999 (for immediate risk) or 101. Alternatively, the NSPCC FGM helpline anonymously 24/7 on 0800 028 3550 or fgmhelp@nspcc.org.uk

Online safety

St Augustine's is committed to keeping pupils safe online. We therefore ensure that:

- ALL staff and volunteers understand that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.
- ALL staff and volunteers understand the expectations, applicable to their roles and responsibilities in relation to filtering and monitoring' of ICT systems and regular monitoring of school's equipment and networks.
- The school's Online Safety Policy details how we keep pupils safe when using the internet and mobile technology.
- The school has appropriate filters and monitoring systems in place regarding use of internet as be detailed in the Online Safety Policy. Our DSL has the lead responsibility filtering and monitoring and which is overseen and regularly reviewed by the 'Governing body/ trust, along with considering the number of and age range of their children, those who are potentially at greater risk of harm, and how often they access the IT system along with the proportionality of costs versus safeguarding risks.'
- Online bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our
- Our school approach to online safety, including appropriate filtering and monitoring on school devices and school networks is reflected in this Child Protection Policy including awareness of the ease of access to mobile phone networks There is a clear and explicit procedure for dealing with mobile phones that are brought into school by children.
- DfE advice; ***Searching, Screening and Confiscation*** is followed where there is a need to search a pupil for a mobile device
- When school become aware of an online safety issue that has occurred outside of school, it is managed in accordance with the school Online Safety Policy
- Our DSL will always act in the 'best interest of the child' and remain mindful of the importance with parents and carers about safeguarding concerns held for children and in particular children's access to online sites when away from school or college.
- We will support understanding of harmful online challenges and hoaxes and share information with parents and carers and where they can get help and support.
- All forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and we will take a 'zero tolerance' approach to harassment and abuse as informed in KCSiE. Additional information can be found within Keeping Children Safe in Education 2024 and Sharing Nudes and Semi Nudes.
- All staff recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.

Our Governing body/Trust will ensure they maintain oversight of the Online Safety Policy contained within our main child protection policy, and the arrangements put in place to ensure appropriate filtering and monitoring on school devices and school network. The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSiE 2024.

This will include:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.

- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet the school/ colleges safeguarding need.
- review and discuss the standards with the leadership team, IT staff and service providers to ensure the school/college meets the standard published by the Department for Education filtering and monitoring standards.

Our Governing body/trust will ensure a review is maintained to ensure the standards and discuss with IT staff and service providers these standards and whether more needs to be done to support our school/college in meeting and maintaining this standard and communicating these to staff, our pupils/students, parents, carers and visitors to the school who provide teaching to children as part of the learning and educational opportunities we provide.

Governors will ensure that, online safety training is a key part of the safeguarding training schedule for staff, governors and volunteers, and the requirement to ensure children are taught about safeguarding, including ensuring that online safety is integrated, aligned and considered as part of the overarching safeguarding approach within school.

Governors/Trust and Senior Leaders at St Augustine's are directly responsible for ensuring the setting has appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies'.

Use of electronic devices in school

St Augustine's is committed to keeping pupils safe by ensuring that electronic devices such as cameras, phones and tablets are used in an appropriate manner. School will therefore ensure that:

- parental consent is obtained to take and use photographs and/or videos of children.
- parental consent is obtained for photographs to be taken by the media for use in relation to promoting or publishing the school.
- separate parental consent is obtained if any other agency requests to take photographs of any child.
- parental consent will be valid for 5 years but may be sought more regularly at the discretion of the Headteacher.
- images will be uploaded to and stored in a secure place for a relevant amount of time, this may be for longer than the child is at school if appropriate.
- photographs and videos of children are only taken to provide evidence of their achievements for developmental records or for other school related purposes.
- staff, visitors, volunteers and students do not use their own mobile phones to take or record any images of children.
- the school's digital camera/s or memory cards must not leave the school setting unless this is agreed by the Headteacher for official school business.
- photos are printed/uploaded in the setting by staff and once done images are t immediately removed from the camera's memory.
- parents are reminded frequently of the risks associated with posting images of children to social media.
- parents are reminded frequently that they are not permitted to distribute or post images that contain children other than their own.
- staff, volunteers and visitors will not use mobile phones in toilet or changing areas and only in line with the schools Code of Conduct Policy

- The Code of Conduct outlines when and where staff, volunteers and visitors can use their mobile phones.
- ALL staff, volunteers and visitors will adhere to the above policies and failure to do so will be addressed appropriately by the Head and/or the Governing Body
- Pupils' use of mobile phones and other devices will be managed under the school's Home/School Agreement/Acceptable Use/Behaviour and Relationships Policy/Online Safety Policy/Mobile Phone Policy/Other.

Looked after children, private fostering and care leavers.

The Governing Body will ensure that there is a designated member of staff who will ensure the academic progress, emotional wellbeing and safety of children who are looked after or have previously been looked after by the local authority.

All staff understand that children who are in the care of the local authority have usually experienced abuse and/ or neglect and trauma.

The Governing Body will ensure that the named teacher understands and has knowledge of the child's legal status (whether they are looked after with the consent of the parent, under an interim care order or full care order) and the contact arrangements with the parents or people with parental responsibility.

Penny Johnson will have details of the child's care arrangements and the level of authority given to the carer by the local authority that looks after the child.

The named teacher will have the name and contact details of the social worker and the name of the virtual head from the authority that cares for the child.

All staff have the understanding and knowledge that previously looked after children remain vulnerable and will liaise with the designated teacher to ensure that information is shared to keep looked after and previously looked after children safe.

The designated teacher will work with the virtual school and the local authority to ensure that the educational outcomes of registered children who are looked after are met.

The designated teacher will have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who have been adopted from state care outside England and Wales.

The designated teacher must have the relevant experience and qualifications to fulfil this role and also be able to attend training to keep informed about developments in this area.

The designated teacher will liaise with the virtual head to discuss how funding can be best used to support the progress of looked after children and best meet the needs identified in the personal education plan (PEP).

Information relating to Halton's Virtual School can be found at https://www.myvirtualschool.org/

Private Fostering

Private fostering occurs when a child under the age of 16 (or under 18, if disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such

arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

The school will request updated pupil information forms be completed annually to help to identify those children who have had a change in living arrangements.

Should the school become aware of a child who is privately fostered, the Designated Safeguarding Lead will notify the Local Authority who will check that the arrangement is suitable and safe for the child.

Police and Criminal Evidence Act (1984) – Code C

The Headteacher, Designated Safeguarding Lead (and deputies) are aware of the requirement for children to have an appropriate adult when in contact with Police officers who suspect them of an offence.

PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for the purposes of this Code and any other Code.

PACE also states that if at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

The Designated Safeguarding Lead (or deputy) will communicate any vulnerabilities known by the school to any police officer who on CPOMS.

If having been informed of the vulnerabilities, the designated safeguarding lead (or deputy) does not feel that the officer is acting in accordance with PACE, such as seeking guidance from specially trained officers, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

A person about whom there are grounds to suspect of an offence, must be cautioned[7] before being questioned about an offence[8], or asked further questions if the answers they provide give grounds for suspicion, or when put to them the suspect's answers or silence, (i.e., failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

A Police Officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

The appropriate adult' means, in the case of a child:

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
2. a social worker of a local authority
3. failing these, some other responsible adult aged 18 or over who is not:
    a. a police officer;

[7] The police caution is: *"You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."*

[8] A person need not be cautioned if questions are for other necessary purposes, e.g.: (a) solely to establish their identity or ownership of any vehicle; to obtain information in accordance with any relevant statutory requirement; in furtherance of the proper and effective conduct of a search, e.g. to determine the need to search in the exercise of powers of stop and search or to seek co-operation while carrying out a search; or to seek verification of a written record.

b. employed by the police;
c. under the direction or control of the chief officer of a police force; or
d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

Further information can be found in the Statutory guidance - PACE Code C 2019.

https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible

Safeguarding vulnerable groups, including Domestic Abuse

At St Augustine's we have a safeguarding inbox which is monitored by Elizabeth Lambe for all police notifications of children who have been involved in domestic abuse incidents via Operation Encompass. https://www.operationencompass.org/

The designated safeguarding lead will inform relevant staff of any notification and agree what support (if any) the pupil should receive.

The definition of domestic violence and abuse is:

> "*Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional*."

All children can be victims of domestic abuse directly or indirect. Witnesses can be adversely affected by domestic abuse in the context of their home life, where domestic abuse occurs between family members. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

All staff understand the significant impact that Domestic Abuse can have on a child both at the time of the incident and longer term. The school follows the guidance set out within this policy to ensure the safety and wellbeing of children. Children who have experienced or witnessed Domestic Violence will be monitored and supported through the school pastoral care system.

Honour Based Abuse (HBA)

HBA is a collection of practices used to control behaviour within families in order to protect perceived cultural and religious beliefs and/or honour. Violence or abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Forced Marriage

Forced Marriage is one whereby one or both parties do not consent to marriage but are forced to do so through violence, threats or any form of coercion. Schools play an important role in safeguarding children from being forced to marry.

Modern Slavery

The Modern Slavery Act 2015 places a statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking':

Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery. The DSL should then contact the NCA and follow their normal safeguarding procedures.

ALL staff will have read Annex B of Keeping Children Safe in Education and be aware of specific forms of abuse and safeguarding issues and vulnerable groups of children including:

- Children in the Court system.
- Children with family members in prison
- Homelessness

Children experiencing mental health difficulties.

At St Augustine's all staff and volunteers understand that mental health issues can be an indicator that a child has suffered, or is at risk of suffering from abuse, neglect or exploitation. Staff in school are not qualified to diagnose mental health problems. However, we are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a concern about the mental health of a child, which is also a safeguarding concern or appears to be developing into a safeguarding concern, then we will respond immediately by sharing this information with the school Designated Safeguarding Lead, who will act in line with the safeguarding guidance set out in this policy.

As a school we aim to provide a nurturing environment for children and staff, and we teach resilience through our school curriculum. Whenever a concern arises which is related to mental health, we will always act in the best interest of the person involved and access appropriate support. This may mean accessing support from external agencies or referring to Halton's graduated response to 'Emotional Based School Avoidance', where attendance at school is affected.

The Designated Safeguarding Lead has working knowledge of the guidance in Chapter 4 of Mental Health and Behaviour in Schools.

Serious Violence

All staff and volunteers at St Augustine's are aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Education neglect monitoring attendance

School attendance (halton.gov.uk)

Other relevant policies

- Whistleblowing Policy
- Staff Code of Conduct
- Managing Allegations and Low-Level Concerns Policies (This may form part of the schools Staff Code of Conduct)
- Safer Recruitment and Retention Policy
- Behaviour and Relationships Policy
- Anti-Bullying Policy
- Use of Physical Intervention / Restraint Policy
- First Aid / Medications Policy / Intimate Care Policy
- Drugs and Substance Misuse Policy
- Attendance / Children Missing in Education Policy
- Sex and Relationships Education Policy and Curriculum
- Online Safety and Acceptable Use Policies
- Educational Visits Policy
- Health and Safety Policy

APPENDICES

Appendix A - Definitions of Abuse and Neglect

Abuse and neglect

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect, including exploitation, so that they are able to identify cases of children who may be in need of help or protection. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

If staff are unsure, they should always speak to the designated safeguarding lead (or a deputy).

Abuse:

Is a form of 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 by other children or adults, in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Physical abuse:

Is a form of abuse which 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:

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 as far 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 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Females can also be abusers as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and their school or colleges policy and procedures for dealing with it.

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 can happen at any age, sometimes even before a child is born. If a mother has mental health problems or misuses substances during pregnancy, for example, she may neglect her own health and this can damage a baby's development in the womb (Haynes et al, 2015). Neglect may involve a parent or carer failing to:

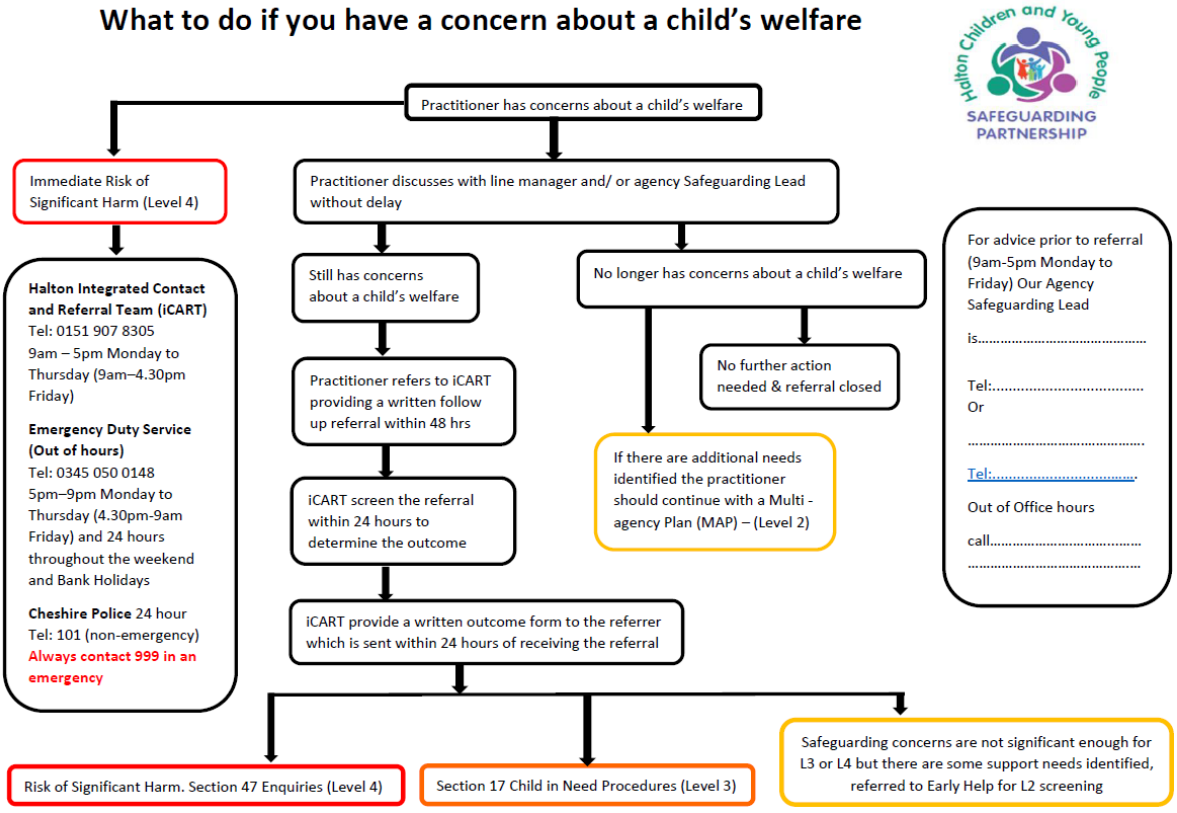
- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- protect a child from physical and emotional harm or danger.
- ensure adequate supervision (including the use of inadequate caregivers).
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff should be aware that child sexual and child criminal exploitation are forms of child abuse.

Appendix B – Halton's Continuum of Need Framework

1.



Halton's Continuum of Need Framework can be found here.

Appendix C – Supply Agency Declaration

Supply Agency Declaration
2024-25

This checklist should be completed and signed by a representative of any Supply Agency used by the school, so that you can be confident that the Agency's systems and procedures for the recruitment and selection of supply staff are in line with the established safer recruitment and selection best practice that is employed within your School.

Name of Agency: …….

Name of person completing the form: …….

Role of person completing the form: …….

If the answer to any of the questions below is 'No', please provide further details in the box at the end of this checklist.

1.	Have representatives of the Agency that are involved in the recruitment and selection of agency workers undertaken appropriate Safer Recruitment & Selection training that covers all sections of Keeping Children Safe in Education (KCSIE), within the last 5 years?	Yes	No
2.	Is the content of the training referred to in 1. above cascaded to all staff within the Agency that are involved in the recruitment and selection of agency workers?	Yes	No
3.	Is every recruitment and selection process conducted in accordance with KCSIE 24?	Yes	No
4.	Does recruitment documentation, including (where used) the advert, person specification and job description, make reference to the individual's responsibility for safeguarding and protecting the welfare of children and young people?	Yes	No
5.	Are candidates made aware of the duties of all roles (either through a job description or similar document)?	Yes	No
6.	Where used, does the person specification include 'Commitment to safeguarding' as an Essential Criteria?	Yes	No
7.	Do all publicity materials used to attract candidates (e.g., adverts, internet content etc.) include reference to the fact that the individual will be required to undergo a DBS check?	Yes	No
8.	Are application forms used, which require all candidates to submit standard information about their personal details, employment history, referee details and disclosure of current/previous convictions?	Yes	No
9.	If accepted, are CVs only used to supplement the information contained within the application form (and not accepted instead of an application form)?	Yes	No
10.	Does the application form contain a signed declaration to confirm that the information presented is true and warns the candidate about the consequences of providing false information?	Yes	No

11.	When the completed application form is received, are concerns or issues noted that need to be raised with the candidate/ previous employer prior to/during interview such as gaps in employment, frequent changes in employment, anomalies/ inconsistencies, moves from permanent to temporary employment etc?	Yes	No
12.	Are professional references sought from the Head of the establishment (even where an alternative name has been provided) and checked prior to the interview process?	Yes	No
13.	Are checks made to ensure that the candidate has named the most recent employer as a referee and the Employer with whom the applicant most recently worked with children and/or young people?	Yes	No
14.	As part of the shortlisting process prior to interview, do you carry out an online search as part of your due diligence on the shortlisted candidates?	Yes	No
15.	Are queries/concerns on references raised with the referee and/or applicant prior to/during interview?	Yes	No
16.	On references, are past employers asked to provide detail of any past substantiated allegations?	Yes	No
17.	On references, are past employers asked to confirm that in their view the candidate is suitable to work with children and there are no safeguarding concerns.	Yes	No
18.	Is there a policy in place that prevents the acceptance of standard references that are marked 'to whom it may concern' (i.e., those references provided directly by the candidate that are not specifically addressed to the Agency)?	Yes	No
19.	Are all electronic references verified in line with KCSIE 24?	Yes	No
20.	Is only a conditional offer of employment made prior to the relevant checks being undertaken (including DBS checks, references, identity, teacher prohibition, eligibility to work in the UK etc.)?	Yes	No
21.	When the candidate's identity documentation is checked, does this always include the appropriate photographic identification and the full birth certificate?	Yes	No
22.	Are DBS checks always carried out prior to placement, unless there is a specific written request from the school that there will be no unsupervised access to children and young people until the DBS clearance is received?	Yes	No
23.	In the circumstances outlined at 22 above, is the school notified in writing of the fact that the DBS check has not been carried out prior to placement?	Yes	No
24.	In the circumstances outlined at 22 and 23 above, is a barred list check undertaken prior to placement?	Yes	No
25.	If any information is received as a result of a DBS check or reference, is that information shared immediately with the school so that they can make a decision regarding that person's suitability to be employed in their school?	Yes	No
26.	Are safeguarding concerns for employees/past employees shared with future employers in references that are provided by the Agency?	Yes	No
27.	At interview, are questions posed that assess a candidate's suitability to work with children and young people?	Yes	No
28.	At interview, are gaps in employment/vagueness on the application form/frequent changes in employment explored?	Yes	No
29.	At interview, are hypothetical “what would you do if…” questions avoided?	Yes	No
30.	In relation to DBS, do Agency staff involved in the recruitment of Agency workers have a clear understanding of the definitions of Regulated Activity	Yes	No

	and how these are applied when determining the type of DBS check to be undertaken?		
31.	Are the appropriate checks undertaken in relation to the Childcare (Disqualification) Regulations 2009 for any member of staff that is assigned to work as a member of staff in a relevant setting?	Yes	No
32.	Are clear records kept and retained throughout/following the recruitment process?	Yes	No
33.	Is a confirmation of booking and of the candidate's identity passed to the school for each assignment?	Yes	No
34.	Does the Agency provide child protection and/or safeguarding training, including Online Safety to all newly appointed supply staff before **any** placements are completed?	Yes	No
35.	Does the agency ensure that all supply staff have read and understood Part 1 of the latest version of Keeping Children Safe in Education, prior to placement?	Yes	No
36.	Does the Agency contact the school after the first day of assignment to follow up the appointment and ascertain whether there are any concerns about the individual?	Yes	No
37.	If the Agency worker has a break of more than 3 months, are they required to undergo a new DBS check and re-register with the Agency?	Yes	No

Please provide further details in relation to any question to which you answered 'No', including the question number that your comment refers to.

I confirm that the answers provided above are correct to the best of my knowledge.

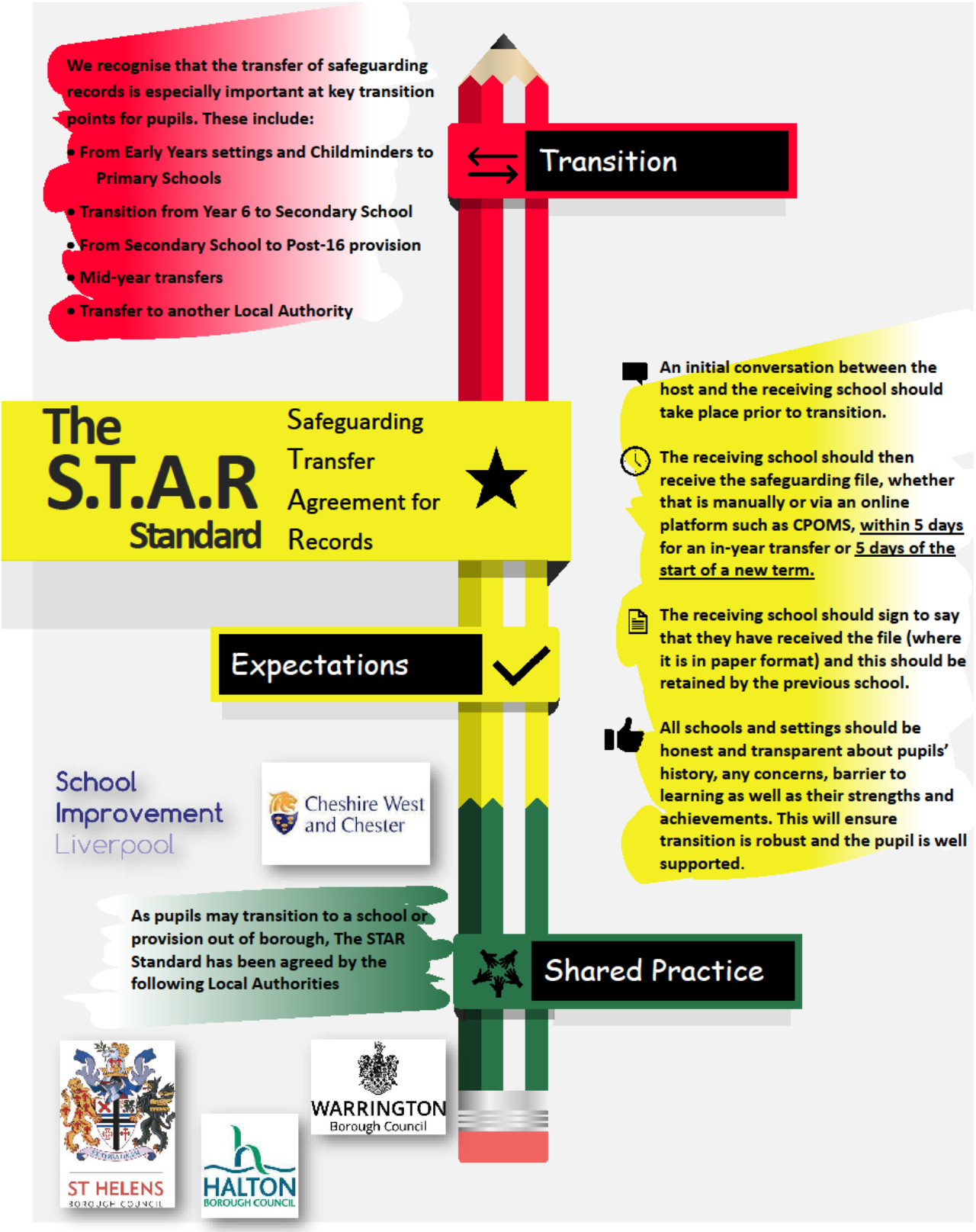
Signed: …….

Date: …….

Once completed, the checklist can be retained with the 'umbrella' letter that the Agency has provided to confirm that their staff are appropriately DBS checked. Both documents can then be stored with the School's Single Central Record.

HALTON BOROUGH COUNCIL

Appendix D – Halton Transfer of Records STAR Protocol



Appendix E – Transfer of Records Form

Transfer Of Records
Between Schools 20