

Garswood Primary and Nursery School



Child Protection and Safeguarding Policy

Garswood Primary School Child Protection and Safeguarding Policy

Name of Child Protection Co-ordinators (DSL Trained):

Mrs. Pamela Potter – DSL (August 2025)

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Mrs. Helens Evans (September 2025)

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Reviewed when training is updated

Reviewed September 2025 to reflect revised changes to the KCSiE document (September 2024) incorporating the DfE's advice on:

Updates for KCSiE 2025 include:

1. Statutory Attendance

- The *Working Together to Improve School Attendance (2024)* guidance is now statutory.
- Schools must report **daily attendance** to the DfE.
- Legal changes affect **admission registers** and **penalty notices**.

2. Online Safeguarding

- Expanded to include risks from:
 - **Conspiracy theories**
 - **Fake news**
 - **Misinformation and disinformation**
- Emphasises the need for robust filtering and monitoring systems.

3. RSHE and Gender Questioning Children

- The DfE updated guidance on:
 - **Relationships, Sex, and Health Education (RSHE)**
 - **Gender questioning children**
- 4. **SEND Code of Practice Alignment**
 - Terms have been removed to reflect inclusive language in the SEND Code of Practice.
- 5. **Alternative Provision**
 - Schools must:
 - Keep records of **off-site locations** attended by pupils.
 - Obtain **written confirmation** from alternative providers that staff have undergone appropriate **safeguarding checks**.
- 6. **Virtual School Heads**
 - Now have **non-statutory responsibilities** to:
 - Monitor progress, attainment, and attendance of children with a social worker.
 - Support education for children in **kinship care**.

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Throughout the policy Garswood Primary and Nursery School may be referred to as Garswood, Garswood Primary or Garswood Primary School. Each time and regardless of the reference this is the entirety of the setting, including nursery and wrap around care clubs.

Part one Definitions and types of abuse

1.1 Introduction

Garswood Primary school recognises its obligation under Section 205 of the Education Act 2002 to promote and safeguard the welfare of all its pupils and sees its Child Protection and Safeguarding Policy as fulfilling a key part of this duty.

- Garswood Primary School recognises that the welfare of the child is paramount, as enshrined in the Children Act 1989.
- All children and young people have a right to equal protection regardless of age, disability, gender, racial heritage, religious belief, family circumstance, ability, sexual orientation or identity.
- Garswood Primary School is committed to anti-discriminatory practice and recognises the additional needs of children from minority ethnic groups and disabled children, and the additional barriers they may face, especially around communication.
- Garswood Primary staff believe that every child has the right to be happy, healthy and safe. The aim of this policy is to safeguard and promote our pupils' welfare, safety, health and development by fostering an honest, open, caring and supportive climate.

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (KCSIE 2025 – DfE Part One)

In KCSIE 2025 The definition of 'safeguarding and promoting the welfare of children' has been updated to reflect the changes made in Working together to safeguard children (DfE, 2023a). The definition now includes the additional points of:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, inside or outside the home, including online

In order to fulfil this responsibility effectively the School will ensure its approach is child-centred and will consider at all times what is in the best interests of the child.

Our whole School child protection and safeguarding policy is one that provides clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues. This policy also makes explicit the School's commitment to the development of good practice and sound internal School procedures. This ensures that safeguarding concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

Garswood Primary fully recognises the contribution it makes to safeguarding children.

There are three main elements to our approach:

(a) **Prevention** through teaching, PSHE, pastoral support and strong and authentic relationships with pupils and families.

(b) **Procedures** for identifying and reporting cases or suspected cases of abuse. Because of our day to day contact with children, school staff are well placed to identify and act upon signs and indications of abuse, in order to protect children.

(c) **Support** for pupils who may have been subject to abuse and working with families and additional agencies in order to address and prevent any safeguarding issues and achieve positive outcomes.

Our policy applies to all staff and volunteers working in the school, community education staff and governors. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. (KCSIE 2025)

Teaching Assistants, Mid-day Assistants, Office staff, as well as teachers can be the first point of disclosure for a child. Concerned parents, carers or members of the community may also contact school governors, the Head Teacher or the Family Support Worker if they are concerned about a child.

Please note that if you are ever concerned about the welfare of a child or family you must contact Social Care and/or the Police on 01744 676767 or the out of hours number on 0345 050 0148

1.2 Types of abuse

1.2.1 Abuse can take many different forms. Garswood Primary staff receive training to understand the different forms of abuse and their signs and symptoms.

Abuse: 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Guidance on recognising abuse and examples of the different forms of abuse can be found in **Appendix 1.**

1.2.2 The four main categories of abuse are:

- **Physical Abuse**
- **Emotional Abuse**
- **Sexual Abuse**
- **Neglect.**

As defined by Keeping Children Safe in Education (KCSIE) -

Physical abuse: 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 adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing 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, although 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. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

1.2.3 In accordance to 'KCSIE 2025', Garswood Primary also recognise additional forms of abuse which children may be at risk of. These include:

- **Radicalisation and Extremism.**
- **Child on Child Abuse**
- **Criminal Exploitation and County Lines**
- **Serious Violence**
- **Child Sexual Exploitation or CSE**
- **Female Genital Mutilation or FGM]**
- **Domestic Abuse**
- **Mental health**
- **Forced Marriage**

- Honour Based Violence
- Homelessness
- Private Fostering
- Child Missing in Education
- Gender based violence
- Online safety

Further guidance can be found in Appendix 1.

1.3 Prevent Duty

1.3.1 Garswood Primary School recognises its duty under section 26 of the Counter- Terrorism and security Act 2020 to have 'due regard to the need to prevent people from being drawn into Terrorism'. This is known as the **Prevent Duty**

1.3.2 Garswood's objectives in the light of the Government's PREVENT strategy area as follows:

- a) All Governors teachers, teaching assistants, clerical staff and mid-day supervisors will have an understanding of what radicalisation and extremism are. School staff complete the **Prevent Training** on line.
- b) All governors, teachers, teaching assistants and non-teaching staff will know what then School Policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- c) All parents/ carers and pupils will know that the School policies in place to keep pupils safe from harm and that the School regularly reviews its systems to ensure they are appropriate and effective.

1.3.3 Garswood Primary will aim to build the resilience of children within the school by:

- a) Providing a safe environment to debate controversial issues and helping them to be aware how they can influence and participate in decision making.
- b) Promoting the spiritual, moral, social and cultural development of pupils and, within this fundamental British values. This will be through PSHE, circle time, assemblies, pastoral interventions and visiting speakers.

(PREVENT strategy- HM government)

1.3.4 More details information regarding Prevent can be found in **Appendix 2**

1.4 Child on Child abuse

1.4.1 The School recognises that children can abuse other children. Child on Child abuse can take Many forms. This can include, but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence and sexual harassment
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals
- Up-skirting
- Financial abuse

Further guidance on each of these can be found [Appendix 3](#)

The school recognises that abuse issues can sometimes be gender specific e.g. girls being sexually touched or assaulted and boys being subject to initiation/hazing type violence.

1.4.2 Abuse is abuse and must never be tolerated or passed off as ‘banter’ or ‘part of growing up’.

School ensures that “All staff should be aware that children can abuse other children (often referred to as Child on Child abuse)” *KCSIE 2025, p.13*.

1.4.3 The school will:

- a) Ensure school staff and volunteers receive training child-on-child abuse as part of their regular safeguarding training, with regular updates to ensure they are clear as to the School’s policy and procedures with regards to Child on Child abuse.
- b) Act to minimise the risk of the child-on-child abuse through an established ethos of respect, friendship, courtesy and kindness with a clear, high profile Positive Behaviour Policy which set out the School’s expectations and consequences for unacceptable behaviour together with visible staff presence at all times throughout the school day.
- c) The school will educate all pupils on healthy relationships through the curriculum, PSHE and age appropriate sex education. The school will follow guidance from DfE guidance on Relationships, Sex, and Health Education (RSHE). Our school is committed to providing age-appropriate, inclusive, and sensitive RSHE education, and to supporting all pupils with respect and care, ensuring their safety and wellbeing. The school follows DfE guidance on gender questioning.
- c) Ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child with full consideration to impact on that individual child’s emotional and mental health and well-being.
- d) Ensure that the child’s wishes and feelings are taken into account when determining what action to take and what services to provide. Children will have the opportunity to express their views and give feedback via emotional registers, circle time, direct work with the Family Support Worker, contact with class teacher, worry boxes and pupil surveys.
- e) Ensure that where a concern regarding child on child abuse has been disclosed to the Designated Safeguarding Lead advice and guidance will be sought from Children’s Social Care and where a crime has been committed or there is a risk of crime being committed and the Police contacted.
- f) Respond to the unacceptable behaviour, for example, if a pupil’s behaviour negatively impacts on the safety and welfare of other pupils then risk assessments will be undertaken and safeguards will be put in place to promote the wellbeing and safety of all pupils.
- g) Ensure that the victim and perpetrator will be provided with support to prevent any reoccurrence of inappropriate or abusive behaviour. Support may include signposting or referral to external agencies such as CAMHS, Behaviour Improvement Team, Barnardo’s, Children’s Social Care and School Health.

1.4.4 Procedure for handling allegations of Child on Child abuse

1. First response risk assessment must take place. Listening to the victim and assessing any immediate danger/threats. Victim and alleged perpetrator should be separated at this point to enable further investigation and reduce risks. Notify DSL/DDSL immediately.
2. If victim and alleged perpetrator are together, separate them at this point to enable further investigation and reduce risks.
3. Decision made as to whether incident needs to be reported to police/children’s services.
4. Report of Child on Child abuse allegation form must be completed and passed immediately to the DSL/DDSL. This must be scanned and uploaded to CPOMS by the person completing the report.
5. Completion of ‘Child on Child abuse risk assessment’ ([Appendix 4](#)) by DSL/DDSL if the alleged incident is related to safeguarding.

6. If the incident relates to bullying, this will trigger the steps taken as detailed in anti-bullying policy. This will be carried out by senior leadership team or class teachers.

For reports of sexual violence and sexual harassment: whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator may be removed from any classes they share with the victim. The proximity of the victim and perpetrator on school premises and implications for transport to and from school should also be considered. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator.

1.4.5 The School approach to managing child-on-child allegations is in line with guidance from KCSIE 2025, DfE guidance in 'Sexual violence and Sexual harassment between children in schools and colleges May 2018' and Managing Child on Child Allegations guidance from The UK Council for Child Internet Safety (UKCCIS).

- Detailed guidance about child-on child Abuse can be found in Appendix 3
- This process is also identified as part of Garswood's Anti-Bullying Policy.

It should be noted that there can be considerable overlap between these different types of child-on-child abuse.

1.5 Child Criminal Exploitation and Child Sexual Exploitation

Child Sexual Exploitation

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

1.5.2 CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media.

1.5.3 CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship.

Child Criminal Exploitation/County Lines

1.5.4 Criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs.

1.5.5 Indicators of Criminal exploitation/County Lines:

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going
- Unexplained absences from school, college, training or work
- Unexplained money, phone(s), clothes or jewellery
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you wouldn't expect them to know
- Coming home with injuries or looking particularly dishevelled
- Having hotel cards or keys to unknown places.

1.5.6 Staff in schools, further education colleges and other education establishments, are uniquely placed to recognise and refer children who are abused through criminal exploitation. They are also in a position to help children to avoid being criminally exploited and to support abused children to recover. Personal, Social and Health Education (PSHE) programmes can help children make informed and healthy choices about issues such as sexual activity, grooming techniques, drug use and keeping themselves safe.

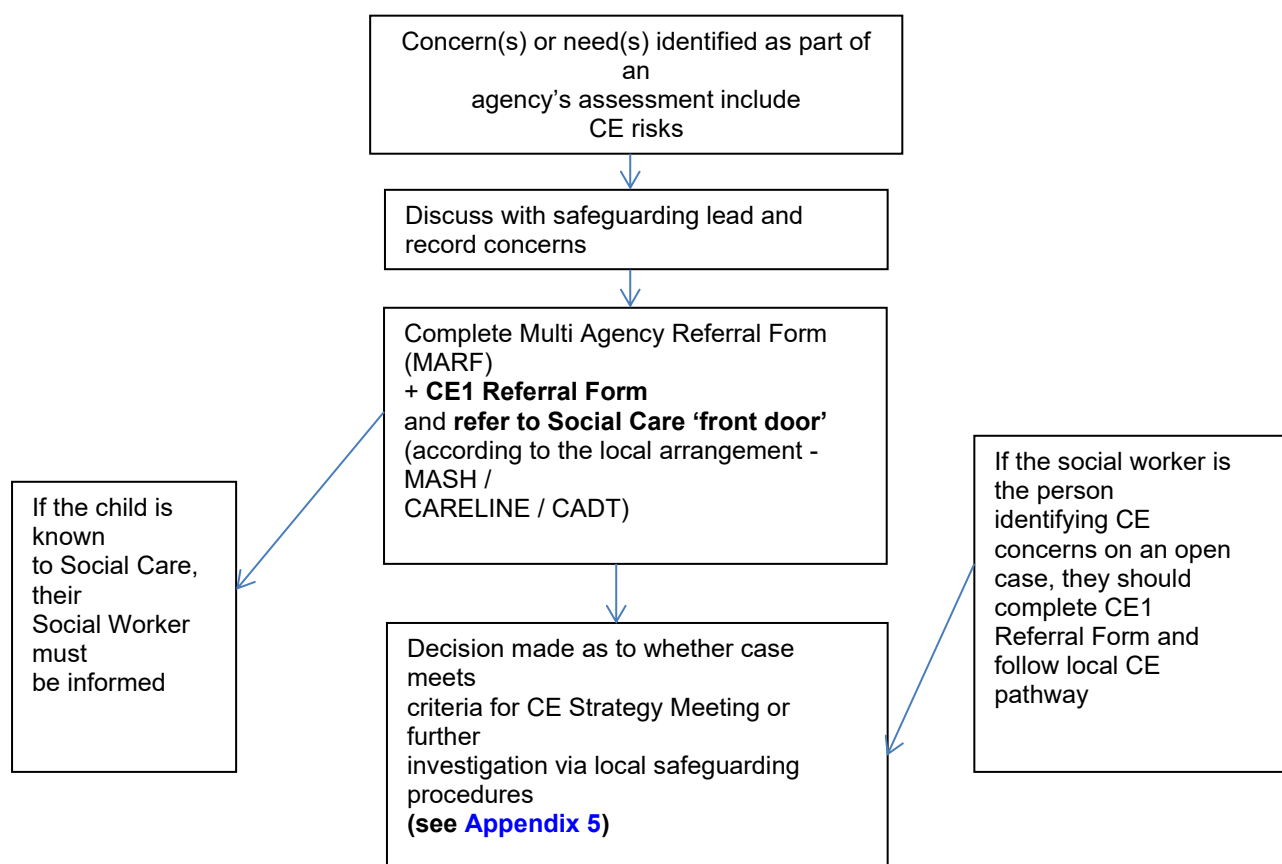
1.5.7 Schools should also be aware of who is picking up or meeting children at the end of the school day and also be aware of their respective 'E-Safety' processes which help inform children and families on how to be safe online. Representatives from education have an active role, which is not limited to prevention, but also to sharing information in respect of children and young people with whom they share a great deal of time and experiences. It is anticipated that children missing education lead will have regular representation at the monthly Multi Agency Child Exploitation (MACE) meeting and provide, amongst other information, when a child or young person has been missing from education.

1.5.8 Procedure

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. The pan Merseyside PAN Merseyside Multi-Agency Child Exploitation Protocol (see below 6.4) and Garswood safeguarding procedure as outlined in this policy should be followed.

1.5.9 Referral process (Pan Merseyside Multi-Agency Child Exploitation Protocol)

Referral process re: concerns a child is being sexually and / or criminally exploited



1.6 Serious Violence

Children involved with serious violence may have an increased absence from school, changes in friendships relationships with older children maybe. A decline in performance, signs of self-harm and a reluctance to communicate as previous to peers or staff. Having unexplained gifts or new possessions can be an indication the individual is involved with individuals associated with criminal networks or gangs.

1.7 Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female organs. It is illegal in the UK and a form of child abuse with long-lasting consequences. (Keeping Children Safe in Education September 2024 p.161)

1.7.1 FGM Mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by s. 74 of the Serious Crime Act 2020) places a statutory duty on teachers to report to the police where they discover; either through disclosure by the victim, or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

It will be rare for staff to see visual evidence of FGM, and they should not be examining pupils.

The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred. The only exception to this is if you know that another professional has already made a report; there is no requirement to make a second. The duty does not apply in relation to at risk or suspected cases, or in cases where the woman is over 18. In these cases, normal safeguarding procedures as outlined in this policy should be followed.

Where there is a risk to life or likelihood of serious immediate harm professionals should report the case immediately to police, dialling 999 if appropriate.

1.7.2 Identifying cases of FGM

Visually identified cases. There are no circumstances in school in which a child should be being examined. It is possible that a member of staff perhaps assisting a child in the toilet, or changing a nappy (in line with intimate care plan), may see something which appears to show FGM may have taken place. In such circumstances the member of staff must make a report under the duty, but should not conduct any further examination of the child.

Verbally disclosed cases If a child discloses to a member of staff that she has had FGM (whether she uses the term FGM or any other term or description such as 'cut', then the duty applies.

The duty applies to cases directly disclosed by the victim; if a parent, guardian, sibling or other individual discloses that a girl under 18 has had FGM, the duty does not apply and a report to the 9 police is not mandatory. In such a case the disclosure must be handled in line with School child protection and safeguarding procedures as outlined in this policy

1.7.3 Reporting of cases of FGM

Reports must be made as soon as possible after a case is discovered.

Reports should be made by calling 101.

Staff should provide the following information:

- Explain you are making a report under the FGM mandatory reporting duty
- Your details (name, contact details, role, place of work)
- Details of the School's Designated Safeguarding Lead (name, contact details, place of work)
- The girl's details (name, age, DOB, Address)
- Confirm that you have undertaken, or will undertake safeguarding actions as required by Working together to safeguard children 2024.

You will be given a reference number for the call and should ensure you document this in your records.

1.7.4 Record Keeping

Throughout the process staff must ensure a comprehensive record of any discussions held and subsequent decisions made in line with the School's Child Protection and safeguarding policy. Records must include:

- Circumstances surrounding initial identification/disclosure of FGM
- Details of any safeguarding actions taken

- When and how the case was reported to the police, including case reference number
Staff must ensure that the DSL/DDSL is kept updated throughout the process.

1.7.5 Informing the child's family

In line with safeguarding best practice the girl and/or her parents/carers should be contacted to explain the report, why it is being made and what it means. Staff should communicate sensitively with the girl/family.

Wherever possible the member of staff should have this discussion in advance or in parallel to the report being made.

However, if you believe telling the child/parents about the report may result in a risk of serious harm to the child or anyone else, or the family fleeing the country, you should not discuss it. If the member of staff is unsure or has concerns this should be discussed with the DSL/DDSL.

1.7.6 Failure to comply with the duty:

In line with 'Mandatory Reporting of Female Genital Mutilation – procedural information' (Home Office) the school is required to consider any failure to comply with the duty in accordance with staff disciplinary procedures.

Where the school determines it is appropriate to dismiss the teacher as a result of the failure to comply, or the teacher would have been dismissed had they not resigned, the school must consider whether to refer the matter to the National College of Teaching and leadership (NCTL)

1.8 Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

"Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. 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, wellbeing, development, and ability to learn."

The guidance makes it clear that domestic abuse:

- can be psychological, physical, sexual, financial, or emotional

- can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

1.8.1 Is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. It can seriously harm children and young people and witnessing domestic abuse is child abuse. It's important to remember domestic abuse:

- can happen inside and outside the home
- can happen over the phone, on the internet and on social networking sites
- can happen in any relationship and can continue even after the relationship has ended
- both men and women can be abused or abusers.

1.8.2 Types of domestic abuse

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children

Domestic abuse can be emotional, physical, sexual, financial or psychological, such as:

- kicking, hitting, punching or cutting
- rape (including in a relationship)
- controlling someone's finances by withholding money or stopping someone earning
- controlling behaviour, like telling someone where they can go and what they can wear
- not letting someone leave the house
- reading emails, text messages or letters
- threatening to kill someone or harm them
- threatening to another family member or pet.

1.8.3 Signs of domestic abuse

It can be difficult to tell if domestic abuse is happening and those carrying out the abuse can act very different when other people are around. Children and young people might also feel frightened and confused, keeping the abuse to themselves.

Signs that a child has witnessed domestic abuse can include:

- aggression or bullying
- anti-social behaviour, like vandalism
- anxiety, depression or suicidal thoughts
- attention seeking
- bed-wetting, nightmares or insomnia
- constant or regular sickness, like colds, headaches and mouth ulcers
- drug or alcohol use
- eating disorders
- problems in school or trouble learning

- tantrums
- withdrawal.

School may be alerted to incidents of Domestic Abuse by Operation Encompass.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any person under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

1.8.4 Effects of domestic abuse

Living in a home where domestic abuse happens can have a serious impact on a child or young person's mental and physical wellbeing, as well as their behaviour. And this can last into adulthood.

1.8.5 Procedure

Working Together to Safeguard Children (July 2023) sets out it is our duty as professionals to respond appropriately to disclosures of domestic abuse and safeguard children in abusive environments. It is important that we follow safeguarding procedures and refer to St.Helens Children's Social Care and/or the Police.

St Helens Domestic Abuse 24 Hour Helpline – 01925 220541

St Helens Domestic Abuse Service (IDVA & DA Outreach Service) – 01744 743200

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

1.8.6 Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or deputy)) in school before the child or children arrive at school the following day.

This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs.

Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 08:00 to 13:00, Monday to Friday on 0204 513 9990 (charged at local rate).

1.9 Mental Health

It is important that the mental health and well being of a child is observed at all times.

As part of their PSHE and PATHs lessons, students reflect on the physical, social and behavioural early warning signs that indicate that it would be positive to seek support.

Staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Early referral to support services to enable children to receive the relevant support they require is essential.

- Referral to CAMHS/ Barnardo's.
- School Counselling services,
- Butterflies counselling
- Mental Health Support Team

1.10 Harmful Sexual Behaviour (HSB)

Definition

‘Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child, young person or adult’. (Hackett 2014 Children and Young People with Harmful Sexual Behaviours).

Risks

Two thirds of contact sexual abuse is committed by peers;

History of abuse, especially sexual abuse, can contribute to a child displaying harmful sexual behaviour;

All children, including the instigator of the behaviour, need to be viewed as victims;

Children have greater access to information about sex through technology and this has had an impact on their attitudes to sex and sexual behaviour;

Children with harmful sexual behaviours who receive adequate treatment are less likely to go on to commit abuse as an adult compared to children who receive no support;

Incidents of harmful sexual behaviour should be dealt with under the specific child protection procedures which recognise the child protection and potentially criminal element to the behaviour. There should be a coordinated approach between the agencies;

The needs of the children and young people should be considered separately from the needs of their victims;

An assessment should recognise that areas of unmet developmental needs, attachment problems, special educational needs and disabilities may all be relevant in understanding the onset and development of abusive behaviour;

The family context is also relevant in understanding behaviour and assessing risk.

Indicators

There are no diagnostic indicators in personal or family functioning that indicate a pre-disposition towards sexual offending although the following characteristics have been found in the background of some young people who sexually offend:

- Attachment disorders - poor nurturing and parental guidance;
- Domestic violence and abuse;
- Previous sexual victimisation - a younger age at the onset of the abuse is more likely to lead to sexualised behaviour;
- Social rejection and loneliness;
- Poor empathy skills.

Many of these factors exist alongside typical family environments where other forms of abuse are present.

There is a significant minority of young people who display this behaviour who have a level of learning need - up to 40% in some studies. Their needs must be carefully assessed as some assessment tools are not suitable. Also, the intervention may need to be extended and involve a high degree of coordination between agencies.

It can be useful to think of sexual behaviour as a range or continuum from those behaviours that are developmentally and socially accepted to those that are violently abusive (see *Children and Young People with Harmful Sexual Behaviours (Research in Practice)*). Most healthy sexual behaviour can be characterised by:

- Mutuality (children of a similar developmental and chronological age);
- Absence of coercion in any form (bullying, emotional blackmail, fear of the consequences);
- Absence of emotional distress.

Additionally, sexual behaviour which seems compulsive, is repeated in secrecy and continues after interventions from parents or carers, is a cause for concern.

The link between online behaviour and harmful sexual behaviour may also be a cause for concern. Technology-assisted harmful sexual behaviour (TA-HSB) can range from developmentally inappropriate use of pornography (and exposing other children to this), through to grooming and sexual harassment. Online behaviour may be a trigger for sexual abuse and the long-term effect of exposure to pornography can affect the ability to build healthy sexual relationships (see NSPCC Research and Resources for further information).

School's governing bodies and proprietors regularly review the effectiveness of school filters and monitoring systems. Through monitoring, they ensure that the leadership team and staff are:

- aware of and understand the systems in place
- manage them effectively
- know how to escalate concerns when identified.

Garswood Primary regularly uses school communications with parents and carers to reinforce the importance of children being safe online.

Garswood Primary School shares information with parents/carers about:

- what systems they have in place to filter and monitor online use
- what they are asking children to do online
- who from the school their child is going to be interacting with online.

Protection and Action to be Taken

Incidents of harmful sexual behaviour come to light, either through discovery or disclosure, which may be third-party or second-hand information. The details provided should be

accurately recorded by the person receiving the initial account. It is essential that all victims are reassured that their allegations are taken seriously, and they will be safeguarded. Where the disclosure is to a professional, a designated safeguarding lead should undertake and record an initial risk assessment and consider three factors:

- The victim, especially their protection and support;
- The alleged perpetrator; and
- The risk to any other children (and, if appropriate, adults).

In relation to harmful sexual behaviours concerns about the behaviour and the welfare and safety of the child/ren should be referred to Children social care as set out in the **St Helens Policy, Procedures and Practice Guidance for Children and Young People (aged under 18)** who display Harmful Sexual Behaviour and Referrals and Enquiries Procedure.

Children's social care will undertake an assessment and there will be an interagency strategy discussion and strategy meeting if the concerns are that a child has suffered, or a child or children is/are likely to suffer, significant harm. The Strategy Discussion/Meeting is a forum for analysing risk, sharing background information on the young people and planning further action. In addition to police and children's social care, schools, Youth Offending services or any other agency with significant contact to any of the young people should also be invited to the meeting where appropriate.

The strategy meeting should consider:

- Issues of child and public protection, including a clear understanding and description of any alleged incident;
- An assessment of the child/young person's needs, and the need for further specialist assessment;
- The roles and responsibilities of child welfare and criminal justice agencies;
- Any ongoing safety issues for all of the young people involved.

The context of the behaviour and background of the young people and their family are important factors in determining next steps. Where there is no requirement to hold a formal strategy meeting, it is still good and useful practice to hold a multi-agency planning meeting to consider the needs of the children or young people involved.

Strategy meetings will make contingency plans for future actions following further assessment and investigation of the incident. The option of reconvening the strategy meeting post the investigation may be useful in some cases.

Specialist opinion may be required to inform the assessment from those providing specialist treatment services for young people who sexually harm others.

Where there are concerns that the alleged abuser is also a victim of abuse consideration should be given to convening a Child Protection Conference if the young person is deemed to have suffered, or is likely to suffer, significant harm.

Where a child protection conference is convened the multi-agency meeting could be incorporated into it in order to avoid repeat meetings. The child protection conference will therefore need to address the needs of the child/young person both as an abuser and as a victim, and this should be made clear at the outset.

In cases where the threshold is met, a meeting should be convened under the Multi-Agency Public Protection Arrangements to consider public protection matters and safety.

Following the investigation, if the decision is made to engage the young person in further work, it is important that these discussions take place as soon after the investigation as possible. Successful engagement of families significantly diminishes if there is a time delay in arranging specialist intervention.

Note Schools should follow the statutory guidance: Keeping Children Safe in Education which came into force on 3rd September 2018. Most recent review – September 2024.

Issues

Young people may be in denial about having a problem with their sexual behaviour and this may be supported by parents who do not want to confront reality of their child behaving in this way. There is often no legal requirement for the child or family to accept help and it may be easier to ignore the problem than confront it. This is a common response to this issue, practitioners will need to be familiar with the proposed intervention if they are to encourage anyone to accept it. The offer of further work may be helpfully framed as an opportunity to understand how the young person came to be in a position where they behaved in a way considered to be abusive.

Support of parents and carers is extremely helpful in promoting engagements and successful outcomes. Parents need to be informed about the program to the extent that they are aware that sexually explicit conversations will take place, also they may be asked to speak to their child about sexual issues. They may also be asked to model appropriate and respectful sexual attitudes and language.

Evidence suggests that young people 'take on' and internalise labels, and therefore to describe a young person only as a 'sex offender' or 'young abuser' may impact on their motivation and responsiveness in both assessment and treatment, leaving them feeling they cannot change.

Why anyone offends sexually is a complex question. One popular model which seeks to organise thinking around this topic is known as Finkelhor's Four Pre-conditions to Sexual Abuse, which suggests that four pre-conditions should be in place before an abusive act takes place. Interruption at any stage may prevent abuse taking place.

The stages are:

- Motivation to sexually abuse – this can arise from a number of sources which vary with the individual;

- Overcoming internal inhibitions – most young people who sexually abuse are aware of the taboos against this behaviour, yet because of their experiences or a specific set of circumstances, they can overcome these;
- Overcoming external inhibitions – this can include grooming the victim and involve creating the physical opportunity to commit the offence;
- Overcoming the resistance of the child – the offender will employ a variety of methods to commit the offence and equally important keep the victim quiet. These may include bribery, threats or other forms of coercion.

Exploring behaviour using this model may help open up discussion and avoid the pitfalls of falling into asking too many “why” questions. Instead, open questions should be used such as “tell me”, “explain to me”, “describe to me.”

Delays in completing criminal investigations need not necessarily delay referral for specialist help; there is often a significant delay between completing enquiries and a decision being made about whether to prosecute. A programme of work can be agreed with police and Crown Prosecution Service usually with the proviso that the victim and specific incidents are not discussed.

1.11 Online safeguarding and digital literacy

In accordance with KCSIE 2025 our safeguarding approach now includes proactive measures to protect pupils from online risks such as conspiracy theories, fake news, and misinformation. We will continue to educate children on digital literacy and critical thinking through our curriculum and ensure that our filtering and monitoring systems are robust, regularly reviewed, and aligned with statutory expectations.

Human Rights Legislation

Being subjected to harassment, violence and or abuse, may breach children’s rights, as set out in the Human Rights Act. As a school, we ensure that pupils voice is paramount in protecting them from such actions which may breach their rights as set out in the Human Rights Act.

Further Information

Children and Young People with Harmful Sexual Behaviours (Research in Practice)

Key messages from research on children and young people who display harmful sexual behaviour

Harmful Sexual Behaviour - NSPCC research and resources

Young people who engage in child sexual exploitation behaviours - An exploratory study

Child's Play? Preventing Abuse Among Children and Young People (Stop It Now publication)

Harmful Sexual Behaviour Among Children and Young People (NICE, 2016)

Provision of Therapy for Child Witnesses Prior to a Criminal Trial (The Crown Prosecution Service) Practice Guidance

School will ensure that pupils are made aware that the law is in place to protect rather than criminalise them.

Training for staff emphasises the importance of understanding intra-familial harms, and any necessary support for siblings following incident and the need for school to be part of discussions with statutory safeguarding partners when required.

Part Two: Roles and responsibilities

2.1 The Role of the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads

- To be fully conversant with the Local Authority and School Safeguarding Procedure
- To provide all staff with advice in regard to safeguarding
- To make a decision whether to refer the matter to Children's Social Care where a concern is reported. The referral will note all previous interventions by the School with the child, any relevant history relating to the child, their siblings or the family
- To ensure that appropriate action is taken in School and that the correct procedures are followed in all cases of suspected / actual abuse
- To maintain a record of pupils in School who are on the child protection plans and keep this updated as notification is received. To liaise with the Education Welfare Officer, School nurse, other professionals as appropriate to ensure that these children are monitored.
- To maintain records within the School about those children whose safety and welfare are causing concern.
- To attend / participate in child protection conferences, core group meetings, family actions meetings as appropriate or to ensure that another member of staff (who has a good knowledge of the circumstances) attends. In the rare occasion of no such person being able to attend, then the Designated Safeguarding Lead will provide a report to the meeting chair.
- To inform the Children and Young People's Services Safeguarding Children unit in writing using the LA pro forma when a child on the CPR leaves the School and to inform the new School of the child's status on the register,
- To ensure that safeguarding files are transferred to a child's new School as quickly as possible,
- To organise and monitor training / information as appropriate for all staff.
- To be trained personally at a single and multi-agency level and to undertake refresher training as necessary.
- To attend local authority/Safeguarding Children's Board meetings/training and forums on a termly basis.
- To ensure safeguarding induction sessions for new staff and volunteers working across School.
- To keep safeguarding high profile within the School by refreshing volunteers, staff and parents on initiatives and developments as the need arises.
- To ensure that staff and volunteers are issued with and have read the latest safeguarding guidance
- To ensure that the curriculum offers opportunities for raising pupils awareness and for developing strategies for their protection.
- To ensure that staff are aware of how to avoid placing themselves at risk when dealing with pupils.
- To ensure that the School Child Protection and Safeguarding policy is updated annually and in line with the most recent guidance
- To ensure the School is fulfilling its PREVENT Duty
- To report to the Named Governor for Child Protection termly.
- To meet with an appropriate colleague each half term for supervision meetings

- To ensure school work together with our safeguarding partners, (the local authority, the clinical commissioning group and the chief officer of police for the authority)
- To ensure school communicates with families when appropriate.

2.2 The role of the Senior Leadership Team

- The Senior Leadership Team is responsible for ensuring the effectiveness of Child Protection and Safeguarding Procedures within School.
- It is recognised that as Safeguarding is a shared responsibility for all staff within School. The Designated Safeguarding Lead will share decisions with the Senior Leadership Team and keep them apprised of ongoing cases and concerns.
- In the unlikely event of no member of SLT team being available, or if a course of action is unclear then Children's Social Care should be contacted
- The Senior Leadership Team will discuss child protection and safeguarding issues within School regularly in SLT meetings.
- To ensure that Safe Recruitment procedures are carried out to help deter, reject or identify people who might abuse pupils or are otherwise unsuited to working with them by having appropriate procedures for appointing staff (see Recruitment Policy)

2.3 The role of the Governing Body

- The Governing Body are aware of their role in overseeing the School's arrangements for safeguarding governors and shall receive appropriate safeguarding and child protection training at induction, and then at regular intervals. Training will provide them with the knowledge to ensure their school's safeguarding policies and procedures are effective.
- They are aware of the expectations for them to remedy any deficiencies in safeguarding systems without delay.
- They will review all safeguarding structures annually.
- Governors will not investigate concerns and allegations, ask for information about individual children or cases, act independently or create unnecessary work for staff.
- The Governing Body will sanction a robust child protection policy, review the policy annually monitor and evaluate its effectiveness and be satisfied that it is being complied with.
- It should ensure that a designated teacher together with a nominated governor for child protection is in place.
- It will recognise the importance of the role of the designated teacher and support them, ensuring the training necessary to be effective is undertaken. Ensure cover is provided when needed and appreciate the additional duties taken on by the member of staff when carrying out this role especially when there are on-going child protection issues.
- It will recognise the contribution the School can make to helping children keep safe through the teaching of self-protection skills and encouragement of responsible attitudes to adult life through the Personal, Social and Health Education/Citizenship curriculum.

- The Governing Body will ensure that there are safe and effective recruitment policies and disciplinary procedures in place including relevant members of staff having up-to-date recruitment training.

2.4 The Role of the Named Governor

The named Governor for Child Protection and Safeguarding is Councillor Sue Murphy (Chair of Governors)

The named governor will:

- Support the School in safeguarding children
- Support the staff in ensuring child safety
- Foster links between the Governing Body and the School
- Support the Governing Body in carrying out its statutory duties

The above will be met through:

- Discussions with staff and Governors about how the School promotes safeguarding through curricular and extra-curricular activities, School policies and procedures.
- Attending safeguarding training led by the School and external agencies
- Liaising with Designated Safeguarding Lead and providing feedback from such meetings for all Governors
- Receiving, and feeding back on, monitoring reports from the Designated Safeguarding Lead detailing the number and type of incidents recorded in School
- Ensuring the Safeguarding Policy is reviewed and monitored annually
- Ensuring that staff and Governors receive relevant training
- Ensuring sufficient time and resources are allocated to allow the Designated Safeguarding Lead(s) to fulfil their responsibilities
- Reporting back to the relevant committee or the Governing Body as and when appropriate
- Awareness of the importance of confidentiality

2.5 The Role of All School Staff

More detailed guidance for staff dealing with a concern or disclosure is held in Appendix 5 of this document.

- All staff and volunteers have a responsibility for the safeguarding of children
- All staff have read and understood the Child Protection Policy, KCSIE 2025 (Part 1), Prevent Duty Guidance and the Code of Conduct. This is recorded through the return of a signed and dated acknowledgement form
- If a member of staff has a concern about a child / young person's well-being they **MUST** report this concern to the Designated Safeguarding Lead (DSL), no matter how small the concern may appear. This must be done verbally and followed up on CPOMS.
- Staff may have a concern based on:
 - Something the child/young person/parent has told you
 - Something you have noticed about the child's behaviour, health, or appearance
 - Something another professional said or did
 - Something they have seen or been told in the community

Regardless of how the concern has come to light it should always be reported to the DSL.

- Staff should remember that even if they think their concern is minor, the DSL may have more information that, together with what you know, represents a more serious worry about a child. It is never your decision alone how to respond to concerns – but it is always your responsibility to share concerns, no matter how small.
- Staff **MUST** share concerns in a timely manner so that School can make every attempt to safeguard the child
- Staff must ensure they do not promise the child/parent confidentiality
- Staff should reassure the child and explain what will happen next, for example, ‘I am worried about your bruise and I need to tell Mrs Potter so that they can help us think about how to keep you safe’
- Staff must be careful not to lead the child and should be careful to use open questions
- The DSL must be informed immediately by logging an incident on CPOMS and informing the DSL/DDSL in person. If a member of staff or volunteer does not have access to CPOMS they must complete a welfare concern form (appendix 6).
- If neither the DSL/DDSL is available, the member of staff should speak to Helen Evans. If there is none of these 3 staff members are available, then another member of the SLT should be spoken to. Alternatively, a referral must be made to Children’s Social Care by that member of staff and/or contacting the police where necessary.
- Staff should remember that the duty remains with them until the information has been passed to the DSL or a referral made to Children’s Social Care/the Police
- The concern should be logged on CPOMS as soon as possible after the event, noting:
 - Name of child
 - Date, time and place
 - Who else was present
 - What was said / What happened / What you noticed ... speech, behaviour, mood, drawings, games or appearance
 - If child or parent spoke, their words should be recorded rather than the member of staff’s interpretation
 - Analysis of what has been disclosed or observed and why it is a cause for concern
- The DSL (Deputy Head Teacher) and DDSL (Head Teacher) should be tagged in all concerns recorded on CPOMS, as well as being notified in person.
- When the DSL receives the concern, they will make a decision about what action (if any) is to be taken.
- The DSL will ensure that staff are given sufficient information to support the child and safeguard them. However, staff will be aware that once the concern has been passed to DSL it may not be possible to inform the member of staff of the outcome due to the confidential nature of the case.
- The DSL will decide upon the appropriate action and will record this, as well as the outcome, on CPOMS.

2.6 Human Rights and Equality Legislation

School understands the guidance in the KCSIE 2025 document which sets out the significance of the Equality Act 2010 to school safeguarding, including that schools and colleges:

- must not unlawfully discriminate against pupils because of their protected characteristics
- must consider how they are supporting pupils with protected characteristics
- must take positive action, where proportionate, to deal with the disadvantages these pupils face. For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment.

Recent online training through the National College for staff demonstrates the implications of the Public Sector Equality Duty (PSED) for education settings. This includes a need to be conscious that pupils with protected characteristics may be more at risk of harm and integrate this into safeguarding policies and procedures.

LGBTQ+

School will ensure that LGBTQ+ children have a safe space for them to speak out or share their concerns with members of staff as and when necessary.

Part 3: Protecting Vulnerable Pupils

3.1 Early Help at Garswood Primary School

3.1.1 Garswood Primary School recognises the importance of high self-esteem, supportive friends, positive relationships with trusted adults and early intervention in ensuring the prevention of harm and safeguarding children.

The School will therefore:

- Establish and maintain an ethos where children feel safe and secure. Children will be encouraged to talk and are listened to. The voice of the child is sought through various work and with the most relevant person who the child will respond to.
- Ensure all children know that they can approach a trusted adult in School if they are worried or in difficulty
- Ensure that children are helped to keep themselves safe by embedding skills throughout the School; in the curriculum, assemblies, through PSHE and circle time, and through pastoral interventions. This will equip children with the skills they need to stay safe, raise awareness of the different forms of harassment and bullying and will help children to develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Provide opportunities for pupils to develop their voice and to listen to their concerns through organized circle time, through planned assembly time, School council meetings, pupil surveys and peer listening activities.
- Communicate with parents on a regular basis to discuss concerns and give parents the opportunity to make an appointment if they need to discuss concerns with a member of staff at any time.
- Make every effort to establish effective working relationships with parents and colleagues from other agencies.
- Ensure that staff and governors receive up to date safeguarding training in line with St Helens Safeguarding Children Partnership guidance.
- Follow a Signs of Safety model looking at – what is working well, what we are worried about and what needs to happen.

3.1.2 Garswood Primary School believes that effective early help is essential for ensuring better outcomes for children and families and our goal is for all children in St Helens to be safe, healthy and to be able to achieve their full potential, regardless of the situation in which they were born and raised.

3.1.3 There is robust evidence that adverse experiences in childhood lead to significant social and health problems in later life. Early help is about providing the right help for children and families as soon as problems start to emerge and whilst the evidence shows that the greatest impact can be made when the child is very young, problems can become evident throughout childhood and adolescence and effective early help is about prompt intervention as soon as it is needed. There is evidence to show that what a child experiences during the early years (starting in the womb) lays down a foundation for the whole of their life, which needs to be reflected in our strategy. Secure attachment and the ability to communicate and the development of language rich environments underpin a child's future development. If we get

it right as soon as problems start to emerge we can reduce the need for more specialised, costly interventions later on and more importantly, we can improve outcomes for children and young people.

3.1.4 The School is committed to delivering the Local Authority's strategy for Early Help to ensure that families have help and support as soon as they need it to prevent need for intervention at a higher level.

3.1.5 The school recognises the importance of Early Help and the identification of unmet needs and vulnerabilities of its pupils. It is essential to work in partnership with other agencies to promote the welfare of the pupils and to keep them safe.

3.1.6 The Early Help process involves working with children and their families to engage and include them as equal partners and to support them to access additional services and support them to access additional services that can promote positive outcomes.

3.1.7 School will deliver Early Help in the following ways:

- Completion of Early Help Assessment (EHAT) with families where a need is identified
- Sharing of information with other agencies to help inform the EHAT and identify areas of need
- The Head Teacher (DSL) or Family Support Worker will take the lead professional role where appropriate to coordinate multi-agency support, ensuring outcomes are achieved and all relevant professionals are accountable. Providing challenge to other agencies where appropriate and necessary.
- Signposting and referral to appropriate agencies and services
- Liaising regularly with multi-agency partners
- Ensuring the voice of the child is always sought and heard in multi-agency working
- Providing appropriate levels of support and challenge to families
- Continuous reflection and assessment of cases through a regular supervision process to ensure progress is made and there is no drift, including escalation to a higher level on the continuum of need where concerns increase or progress is not made.
- Any parent or carer can request an Early Help Assessment is carried out, or the School may contact parents/carers where a need or concern is identified to offer support including EHAT.
- Early Help support is a consent-based service, therefore without the consent of parent/carers the school will be unable to proceed with the provision of support or referrals to other agencies who may be able to help.

3.2 Parenting support

- All parents will struggle with the behaviour of their child(ren) at some point. This does not make them poor parents or generate safeguarding concerns. Rather it makes them human and provides them with opportunities to learn and develop new skills and approaches to deal with their child(ren).
- Parenting becomes a safeguarding concern when the repeated lack of supervision, boundaries, basic care or medical treatment places the child(ren) in situations of risk or harm.

- In situations where parents struggle with tasks such as setting boundaries and providing appropriate supervision, timely early-help interventions can make drastic changes to the wellbeing and life experiences of the child(ren) without the requirement for a social care intervention.
- As a school we will support parents in understanding the parenting role and provide them with strategies to make a difference by:
 - Providing details of school based parenting courses (Incredible Years/Learning Through Play) and community based parenting courses (Triple P) and with parental consent making referrals to enable parents to access these courses
 - Linking to web based parenting resources (for example <http://www.familylives.org.uk/> Barnardo's, NSPCC
 - Discussing the issue with the parent and supporting them in making their own plans of how to respond differently
 - Considering referral to appropriate early help services such as EHAT, Early Help Panel, Family Hubs, Families First St Helens, Home Start, Children's Centres and Safer Families

3.3 School Attendance

3.3.1 In line with the statutory guidance *Working Together to Improve School Attendance (2024)*, our school is committed to maintaining accurate daily attendance records and reporting them to the Department for Education. We will ensure our admission register is compliant with updated legal requirements and will follow revised procedures for issuing penalty notices where necessary. Attendance is monitored closely to identify patterns that may indicate safeguarding concerns.

3.3.2 Where pupils attend alternative provision, we will maintain detailed records of the off-site locations and ensure that all providers confirm in writing that appropriate safeguarding checks have been completed for their staff. This ensures continuity of care and safety for pupils receiving education outside the school premises.

3.4 Children who are looked after and Previously Looked After Children

3.4.1 Garswood Primary School recognises that the most common reason for children becoming looked after is as a result of abuse and/or neglect.

3.4.2 The School believes that Children Looked After (CLA), sometimes referred to as LAC, and previously looked after children have a right to expect the outcomes we want for every child. All Schools and settings have a role in supporting the local authority to achieve the highest possible educational standards and outcomes for CLA irrespective of their placing authority.

3.4.3 The School is compliant with its duty under "Promoting the education of looked after children and previously looked after children - Statutory guidance for local authorities", Feb 2018.

3.4.4 The School ensures there is a common understanding amongst all staff of the needs of Children Looked After, and staff are supported in identifying their areas of strength and their capacity to improve in their work with Children Looked After.

3.4.5 The Designated Teacher (DT) for Children we look after – Miss Moon, will ensure they have the details of the child's legal status, social worker and name of virtual School head in the local authority that looks after the child.

3.4.6 The DT will ensure every Child We Looked After on roll has an up-to-date PEP document each term.

3.4.7 The DT will attend Looked After Child Reviews or any care planning meeting held in respect of a LAC on roll at the School. If the DT or DSL are unable to attend a review or meeting a report will be provided. More detailed information is held in the School's Looked After Child Policy.

3.4.8 The role of the Virtual school head Guidance encompasses a non-statutory responsibility for oversight of the attendance, attainment, and progress of children with a social worker. Virtual school heads should identify and engage with key professionals to help them understand the role they have in improving outcomes for children. We will liaise with the relevant LA Virtual Head as appropriate.

3.5 Foster Care and Private fostering

Foster carers are child care experts working alongside a team of professionals from the Local Authority providing children with the highest standard of foster care.

Foster care is a way of offering children and young people a home while their own family are unable to look after them. This can be for a variety of reasons, from temporary illness to issues such as abuse within their home or the death of a primary carer.

Foster Care is often a temporary arrangement, and many fostered children eventually have the opportunity to return to their own families. Children who cannot return home but still want to stay in touch with their families often live in long-term foster care. Children who live in Foster Care can also be referred to as Looked After Children (LAC)

Private fostering is when a child under the age of 18 (under 18 if disabled) has a private care arrangement between their parent and a carer. A private fostering carer is someone who is not their parent or a 'close relative'. The private arrangement can be for 28 days or more. *Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).*

There is a legal requirement that the Local Authority must be informed as they have a duty of care to ensure that the welfare of the child is being satisfactorily safeguarded and promoted.

<https://sthelenssafeguarding.org.uk/scp/scp/families/fosteringprivatefostering>
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children Act 2089 private fostering.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_2089_private_fostering.pdf).

Kinship care refers to situations where a child is cared for by a relative or close family friend when their parents are unable to do so. This care can be arranged informally by the family or formally through the local authority. Relatives involved in kinship care may include

grandparents, aunts, uncles, or older siblings. While informal kinship care does not require local authority involvement, formal arrangements may involve assessments and support. Our school recognises the unique needs of children in kinship care and works closely with families and professionals to ensure their safety, wellbeing, and access to appropriate support.

We recognise the expanded role of Virtual School Heads in supporting children with a social worker and those in kinship care. Our school will collaborate with Virtual School Heads to monitor the progress, attainment, and attendance of these pupils, ensuring they receive the support needed to thrive academically and emotionally.

Part Four: Child Protection Procedure at Garswood

4.1 Safeguarding Procedure at Garswood

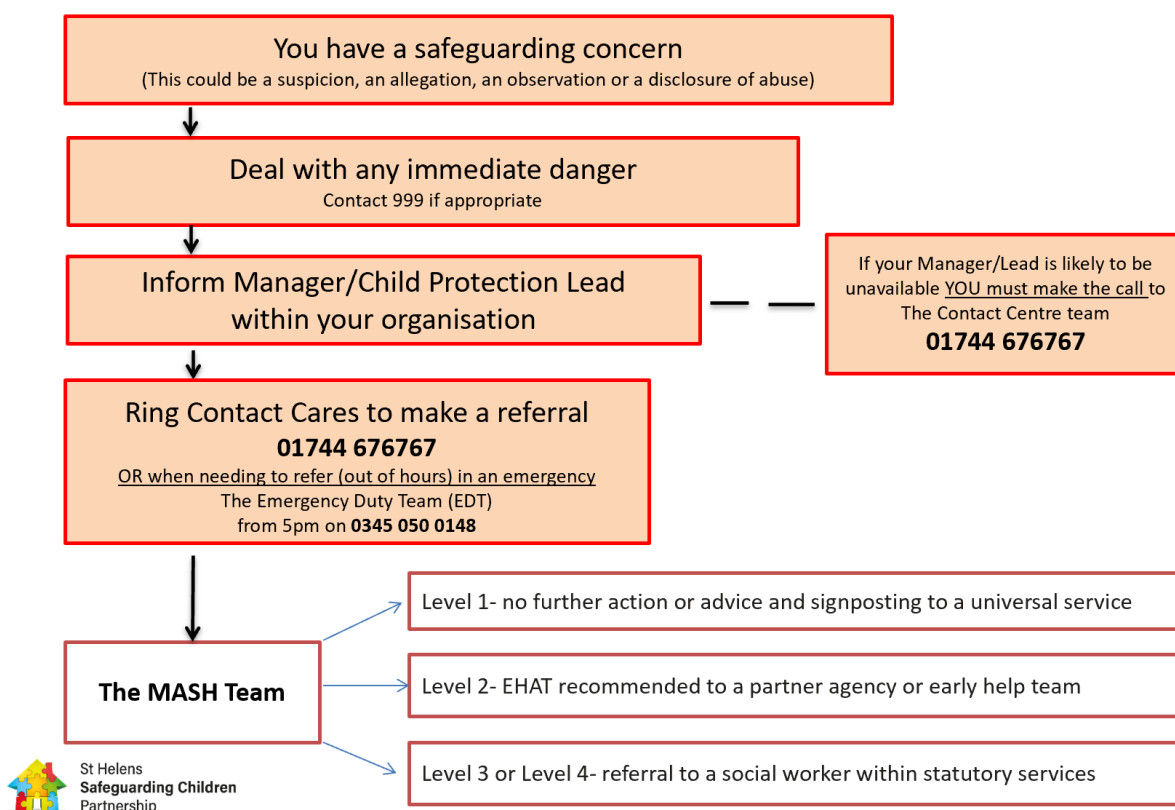
Garswood Primary School follows the procedures set out by St Helens Safeguarding Children Partnership. Procedures are available at:

[St. Helens Safeguarding Children Partnership - scp \(sthelenssafeguarding.org.uk\)](http://sthelenssafeguarding.org.uk)

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow processes for reporting concerns about children (See below).

This flowchart is displayed in the staff room on the safeguarding information board, the Family' room, and the Head Teacher's office and in other high use areas.

St. Helens process for reporting concerns about children (Under 18)



In addition to Local Authority procedures Garswood Primary School has clear internal procedures for dealing with safeguarding concerns. These are adopted and followed by all staff members and volunteers.

The School will:

- Ensure it has a designated safeguarding lead and two deputy designated safeguarding leads who are responsible for dealing with safeguarding issues within School. The DSL and DDSLs have undertaken Designated Safeguarding Lead training.
- Recognise the key role of the Designated Senior Lead and deputies and arrange all necessary support and training.
- Receive additional training in order to best support children and their families and achieve positive outcomes regardless of individual circumstances or challenges.
- Ensure every member of staff and every governor knows:
- The name of the Designated Senior Leads and their roles. They are:

Designated Safeguarding Lead: Head teacher – Mrs Pamela Potter

Deputy Designated Safeguarding Lead: Head Teacher – Mr Andrew Yearsley and Mrs Helen Evans

The name of the Governor responsible for safeguarding is:

Councillor Sue Murphy – Chair of Governors

- Ensure all staff and volunteers receive a Child Protection and Safeguarding Induction (including issuing the Child Protection and Safeguarding Policy which staff must sign to confirm they have read and understood).
- Staff and volunteers will therefore be aware of:
 - (i) their personal responsibilities,
 - (ii) the local policy and procedures,
 - (iii) the need to be vigilant in identifying cases of abuse,
 - (iv) the appropriate way to take action and support a child who makes a disclosure.
- Ensure that all members of staff receive safeguarding and refresher training in line with current Safeguarding Children's Partnership requirements, guidance and training materials. Safeguarding training will ensure members of staff and governors are aware of the need to be alert to signs and symptoms of abuse and know how to effectively respond to a child who makes a disclosure.
- Updated guidance highlights that whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, Garswood Primary school's governing body and proprietors shall be doing all that they reasonably can to limit children's exposure to risks through the school's IT system. As part of this process, governing bodies and proprietors should ensure their school has appropriate filtering and monitoring systems in place and regularly review their effectiveness.
- They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. Governing bodies and proprietors should consider 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.

- Ensure that parents and carers have an understanding of the responsibility placed on the School and staff to safeguard children in accordance with Keeping Children Safe in Education (September 2024) and Working Together to Safeguard Children (2023)
- Notify Children's Social Care team if there are concerns regarding a child's welfare or safety
- School recognises that it is good practice to inform parents where the decision is made to refer to social services where there is a child protection concern as relationships of mutual trust are part of the School ethos. However, parents may not be contacted if:
 - i Informing the parents may put the child at risk of serious harm, or,
 - ii Informing the parents may jeopardise Children's Social Care/ Police enquiry or attempt to protect the child
- Notify Social Care if:
 - (i) it should have to exclude a pupil on a Child Protection Plan or who has involvement with social care, either for a fixed term or permanently.
 - (ii) There is an unexplained absence of a pupil on a Child Protection Plan or who has involvement with social care.
- Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance at Initial Case Conferences, Core Group Meetings, Child Protection Review Conferences and Family Action Meetings.
- Keep a record of concerns about children on CPOMS (noting the date, event and action taken) even when there is no need to refer the matter to Social Care.
- Ensure that records are kept secure and in a locked location. All archived files of children who have left the School will be kept securely and stored for 25 years.
- Ensure that where a child transfers to another school information is passed on to the new school. If a child is on a CP Plan, Child in Need, Early Help or there are any other concerns, and leaves the School the DSL will contact the new School to inform the HT of confidential issues. A meeting and/or transfer of files is arranged during that conversation. Where the receiving school uses CPOMS, the child's record will be transferred electronically via CPOMS. Where a child is removed from roll to be educated at home, the file will be copied to the Local Authority. A form is completed to confirm the transfer of files; this is then held on file by the Head Teacher.
- Adhere to the procedures set out by the St Helens Safeguarding Children Board and their Safeguarding Procedures when an allegation is made against a member of staff. All allegations will be referred to the Local Authority Designated Officer (LADO).
- Employ robust and secure safer recruitment procedures which are always mindful of protecting children from unsuitable people and that it is good practice for schools to inform shortlisted candidates that online searches will be carried out
- All temporary staff will be a brief Safeguarding leaflet which covers the action they should take if they have any concerns. Posters throughout the School show who the DSLs are (with pictures) and remind staff and visitors to refer to them immediately where there is a concern
- Ensure that all our practice is family centred and puts the voice of the child first
- Seek guidance from the Children's Safeguarding Team
- Seek guidance from the Governing Body. More detailed guidance for staff dealing with a concern or disclosure is held in Appendix 5 of this document.

4.2 Safer Recruitment

The school staffing and employment advice for schools (England) regulations 2018 require governing bodies of maintained schools to ensure at least one of the persons who conducts an interview has completed safer recruitment training.

The Head Teacher, Deputy Head Teacher, Assistant Head teacher and School Business Manager have completed safer recruitment training.

All recruitment of staff at Garswood adheres to St Helens recruitment procedures.

KCSiE document updated September 2024 - for schools and colleges to reflect legal changes following EU exit, including guidance on checking the past conduct of individuals who have lived or worked overseas. Paragraphs 149 & 165 (bullet 5), Removed references to checking Teacher Services for EEA sanctions. Paragraph 172 was amended to provide advice on how schools and colleges can check the past conduct of individuals who have lived or worked overseas following the UK's withdrawal from the European Union and Staffing and employment advice for schools and updated to reflect legal changes following EU exit.

Applications guidance clarifies that a curriculum vitae (CV) should only be accepted alongside a full application form and is not sufficient on its own to support safer recruitment. School will consider online searches as part of our due diligence checks on shortlisted candidates.

4.3 Safeguarding and Attendance

The Child Protection and Safeguarding Policy links directly to the School Attendance Policy.

If a child is absent who is deemed to be vulnerable and contact is not made with the School regarding their absence, the DSL/DDSL or another member of staff may call to the family home to ensure the child's safety, or the DSL may request that the Education Welfare Service carry out a visit.

If a child who is on a Child Protection Plan or a Child Looked After is absent and contact is not made with the School regarding their absence, then the Family Support Worker or another member of staff will inform Children's Social Care.

When a child is Missing from Education, Garswood Primary School will follow Local Authority procedures and will work with the appropriate agencies, including the Education Welfare Service.

The School will always strive to put the correct interventions into place to ensure that Persistent Absentees improve their attendance. Referral to St.Helens educational welfare will be completed. <https://www.sthelens.gov.uk/media/5861/st-helens-la-procedure-for-locating-missing-children-december-2018.pdf>

If a child goes missing from the school site during the day. *Statutory guidance on children who run away or go missing from home or care January 2014*. The school has a commitment to respond to missing from home notifications.

Garswood Primary and Nursery request at least two emergency contact numbers in case of an emergency

4.4 Information Sharing

Garswood Primary School recognises that effective sharing of information between professionals and local agencies is essential for effective identification, assessment and service provision.

The most important consideration for staff is whether sharing information is likely to safeguard and protect a child.

Working Together to Safeguard Children 2023 (26) states that 'Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children, which must always be the paramount concern.

Staff must have due regard to the relevant data protection principles which allow them to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR).

To share information effectively: staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data' '

Where staff need to share special category personal data, they should be aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk

Staff should not assume that someone else will pass on information that they think may be critical to keeping a child safe. If a practitioner has concerns about a child's welfare and considers that they may be a child in need or that the child has suffered or is likely to suffer significant harm, then they should share the information with local authority children's social care and/or the police.

Staff should be particularly alert to the importance of sharing information when a child moves from one local authority into another, due to the risk that knowledge pertinent to keeping a child safe could be lost.

Staff should aim to gain consent to share information, but should be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if a practitioner has reason to believe that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.

When decisions are made to share or withhold information, practitioners should record who has been given the information and why.

4.5 The safeguarding role of parents/carers

The School recognises the vitally important role of parents and carers in safeguarding children and is committed to supporting parents and carers in this role.

Parents are informed of the School's duties and responsibilities under the Safeguarding procedures by a statement in the School prospectus and the School website.

Parents may view the School Child Protection and Safeguarding Policy on the school website.

School will also periodically send parents safeguarding updates where appropriate in response to local or national issues.

4.6 Record Keeping

Well-kept, accurate records are essential to good child protection practice. The School is clear about the need to record any concerns held about a child or children within our School, the status of such records and when these records should be passed over to other agencies.

The school utilises CPOMS online child protection online management system for the recording of concerns. Any member of staff who has a concern must log their concern via CPOMS and alert the DSL/DDSL.

For staff without an ICT log in blank copies of the safety and welfare concern pro forma are stored by the photo copier, Class Rooms, Nursery, DSL's office to enable staff to access at all times. The concern will then be logged on CPOMS by the DSL/DDSL.

Historic concern forms (prior to the use of CPOMS, 2018) and Safeguarding/ Child Protection referral forms are stored in the Pastoral Room in individual children's files. The cabinet is locked and only the Head Teacher, Deputy Head Teacher, Family Support Worker have access.

Historic electronic chronologies (used prior to CPOMS) are held for children that document concerns, correspondences and referrals made. Child Chronologies are held on the teacher share within a 'safeguarding' file which is accessible only to Head Teacher, Deputy Head Teacher, Family Support Worker

Children about whom there are concerns are recorded on the vulnerable children register which is updated annually (reviewed termly).

When there is a sufficient concern, a referral may be made to social care. Where this action is taken a copy of the referral to social care is uploaded to CPOMS.

If a child transfers or leaves School, the School will pass on safeguarding file and chronologies as well as appropriate CPOMS records.

26.9. Reports prepared for child protection conferences should focus on the child's:

- Educational progress and achievements
- Attendance
- Behaviour
- Participation
- Relations with other children and young people
- Presentation, where appropriate
- Interaction with other children and adults

Templates are located here [St. Helens Safeguarding Children Partnership - Useful Documents \(sthelenssafeguarding.org.uk\)](http://sthelenssafeguarding.org.uk)

School follows the 'Signs of Safety' model for report writing. The format identifies:- What is working well, What we are worried about and What needs to happen.

4.7 Single Central Record

Holding a single central record is a statutory requirement. This record includes all staff, supply staff, regular visiting staff such as peripatetic teachers and regular volunteers.

The record is in digital form and includes

- (a) Identity including: Names and addresses, dates of birth and start dates
- (b) Employment start dates
- (c) Qualifications and registration
- (d) Evidence that staff have been checked against prohibition order and section 128.
- (e) Evidence that all staff employed since March 2002, who have regular contact with children, have been CRB checked
- (f) Evidence that staff appointed since May 2006 have been DBS checked including a disclosure number
- (g) Evidence that supply teachers who work at the school, regularly have a DBS.
- (h) Evidence that volunteers, including Governors who have regular contact with children, have DBS checks
- (i) The dates checks were carried out
- (j) Evidence that all teachers have qualified teacher status
- (k) Evidence of permission to work in the UK including further checks for those who have lived or worked overseas.
- (l) Annual self-declaration for DBS purposes.
- (m) Digital footprint/confirmation a search has been conducted

The Single Central Record will be updated by the SBM and HT.

4.9 Allegations against Staff

Garswood Primary School has an Allegations Against Staff Policy which is reviewed and updated annually. It should be read in conjunction with the Child Protection and Safeguarding Policy.

Allegations should be reported to the Head teacher and in their absence to the Deputy Head Teacher who will follow recommendations by the Safeguarding Children's Board.

If the allegation is against the Head Teacher then the member of staff should inform the Chair of Governors.

In the event of concerns/allegations about the headteacher, where the headteacher is also a situation where there is a conflict of interest in reporting the matter to the Chair of Governors, this should be reported directly to the local authority designated officer(s) (LADOs).

Each member of staff has read and signed to confirm they have understood the Allegations against Staff Policy.

New members of staff will be issued with this policy as part of their induction

The NSPCC Whistle Blowing policy and help line are available on <https://www.nspcc.org.uk/globalassets/documents/about-us/nspcc-staff-whistleblowing-policy.pdf>

Schools and colleges may receive an allegation relating to an incident that happened when an individual or organisation was using their 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, schools and colleges should follow their safeguarding policies and procedures, including informing the LADO.

4.9 Role of the LADO

To consult or make a referral to the Local Authority Designated Officer (LADO) please call the **LADO** on **01744 671252** within Children's Safeguarding Unit and will be alerted to all cases in which it is alleged that a person who works with children has:

1. behaved in a way that has harmed, or may have harmed, a child
2. possibly committed a criminal offence against children, or related to a child
3. Behaved towards a child or children in a way that indicates they may pose a risk to children
4. Behaved or may have behaved in a way that indicates they may be unsuitable to work with children

The online flow chart of actions and referral form can be found

<https://sthelenssafeguarding.org.uk/scp/scp/workforce/allegations-against-professionals-lado>

The LADO role applies to paid, unpaid, volunteer, casual, agency and self-employed workers. They capture concerns, allegations or offences emanating from outside of work.

The LADO is involved from the initial phase of the allegation through to the conclusion of the case. A consultation may be sought before a referral by completing a LADO Consultation Form for Professionals NB: This is not a referral form but is implemented to allow you to obtain advice and support without the need to make a referral. When completed you will need to return it to the sthelenslado@sthelens.gov.uk email address and we will provide the advice and complete the form, returning it back to you to ensure that you have a record and be able to record the advice given by the LADO on your systems.

The LADO will provide advice, guidance and help to determine whether the allegation sits within the scope of the procedures.

The LADO helps co-ordinate information sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible.

4.10 Low Level Concerns

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 set out at paragraph 338. 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 the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider 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, including those which do not meet the harm threshold are shared responsibly and with the right person (The DSL, CoG or Headteacher), and recorded and dealt with appropriately.

Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

4.11 Escalation /Resolution

The St Helens Safeguarding Children Partnership (SCP) Multi Agency Resolution Policy provides workers with the means to raise any concerns they have towards other professionals or agencies by:

- Encouraging professional curiosity
- Avoiding professional disputes that put the child at risk or obscure the focus on the child
- Resolving any difficulties within and between agencies quickly and openly
- Identifying problem areas in working together where there is a lack of clarity and to promote the resolution via amendment to protocols and procedures.

Resolution of the issues raised should be sought within the shortest possible timescale to ensure the child's safety and best interests are safeguarded.

However, if a child is thought to be at risk of immediate harm, discretion should be used as to which stage is initiated.

Issues relating to Looked After Children should be taken up with the Independent Reviewing Officer (IRO), who has a role in overseeing services for Looked After Children. For Child Protection Conferences, the Child Protection Chairs should be utilised.

The Resolution Procedure

Stage 1

Initial attempts should be taken to resolve the problem.

This should be between the practitioner raising the Resolution and the practitioner with whom the issue relates to.

The relevant practitioner should be contacted, either by phone or email, informing them that the Resolution Procedure is being invoked and detailing what the issues are.

A resolution should be reached within 1 day.

You should evidence the Stage 1 Resolution within your own recording systems.

The Orange Stage 1 Notification Form should be completed and sent in to scpescalations@sthelens.gov.uk

The Resolution should be discussed with your Line Manager.

Stage 2

If the issue remains unresolved, the problem should be referred to the practitioner's own line manager or their organisation's safeguarding children lead.

The line manager will discuss this with their equivalent in the other agency (first tier line manager to first tier line manager).

At this stage, it may be useful for the line managers to agree a meeting between themselves and the concerned practitioners to assist with the exploration of the problem.

Some organisations may not have a defined line management structure and in these circumstances, the practitioner with the concerns about an unresolved issue should take responsibility for raising their concerns through the line management structure in the other agency.

A resolution should be reached within 2 days.

You should evidence the Stage 2 Resolution within your own recording systems.

The Green Stage 2 Notification Form should be completed and sent in to scpescalations@sthelens.gov.uk

You may wish to discuss the resolution with senior management.

Stage 3

If the problem remains unresolved, the line managers will refer to their line managers for consideration.

In the rare circumstances where the problem cannot be resolved through management arrangements, the matter will be referred to the relevant Head of Service or 2nd Tier Line Manager equivalent (2nd Tier Line Manager to 2nd Tier Line Manager).

A resolution should be reached within 5 days.

You should evidence the Stage 3 Resolution within your own recording systems.

The Blue Stage 3 Notification form should be completed and sent in to scpescalations@sthelens.gov.uk

Stage 4

If the issue is still unresolved, the Chair of the Safeguarding Children Partnership (SCP) Board or one of the key partners will make the final decision on the issue.

A resolution should be reached within 3 days.

You should evidence the Stage 4 Resolution within your own recording systems.

The Pink Stage 4 Notification form should be completed and sent in to scpescalations@sthelens.gov.uk

Resolution

Once an agreement has been reached, regardless of the stage at which it was resolved, the Purple Resolution Outcome Form should be completed and sent in to scpescalations@sthelens.gov.uk

This provides the partnership with opportunities to reflect on professional resolutions, identify key themes or trends and adapt policy and procedures to improve safeguarding practice in the future.

27.9 A copy of the full Multi Agency Escalation Policy can be found at www.sthelenslscb.org.uk

4.12 Evaluation of Safeguarding Procedures

The effectiveness and Impact of safeguarding procedures, curriculum and pastoral support is measured through the use of case studies, attainment data and through surveys, which are completed by children, stakeholders and parents on an annual basis.

Strengths and areas for future action are identified.

Results are shared with staff, children, parents and governors and inform the SIP.

The Child Protection and Safeguarding Policy, and the School's safeguarding procedures are reviewed annually.

The school has completed the S. 275 Audit as per Local Authority requirements and will review this in line with LA guidance.

The DSL undertakes termly supervision with the Chair of Governors. Case discussion takes place as requested to achieve the best outcome for every child. Network HT colleagues are used for supervision as needed or the KCSIE officer.

Advice is sought from the local authority (Partnership co-ordinators) regards to cases which we require further guidance.

Part 5 Links to Other Policies

5.1 Computing

Our Computing Policy has been developed based on LA and government guidance. It relates to other policies including those for bullying and child protection. It has been agreed by our senior leadership teams, our staff and approved by our Governing body.

The School's Computing Policy will be reviewed annually, will be available on the staff drive in School and its importance will be explained and regularly referred to as part of staff learning.

All computers within Schools are fitted with a recommended e-safety software package. Apple ipads are filtered through the server. This will allow the school to monitor the appropriate use of ICT equipment. All staff, learners and families within our School are made aware of this software and its usage and all incidents will be dealt with using the appropriate procedures to safeguard children. There is also a filtering and monitoring policy at the school.

Staff will be aware that all users of the Schools systems must use their personal account because all digital traffic is monitored and traced to the individual user. Discretion and professional conduct is essential. Learners will be informed that network and Internet use is monitored by e-safety Software.

E-safety rules will be posted in all wireless active rooms and discussed with the learners at the start of every year and at regular intervals throughout the year (termly).

All pupils are taught to handle hardware correctly and to access software and the internet safely

Parents'/Carers' attention will be drawn to the ICT Policy and e-safety in newsletters, the School prospectus and on the School Website.

5.2 Links to other policies

The actions that we take to prevent harm; to promote wellbeing; to create safe environments; to educate on rights, respect and responsibilities; to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the school. As such, this overarching policy will link to other policies which will provide more information and greater detail. This policy should be read in conjunction with other related policies in School, local and national guidance.

Key Garswood Policies include:

Code of Conduct
Whistleblowing Policy /Confidential reporting policy
Allegations against Staff
Health and Safety policy/ Health Care Plans
Administering Medicine
SEN Policy
SRE Policy

PSHE Policy
Positive Behaviour Policy
Care & Control Policy
Mobile Phone Policy
Drugs Education Policy
E safety Policy
Anti-Bullying Policy
Attendance Policy
Missing Child Policy
Recruitment and Selection Policy
Mental health and Well being
Monitoring and Filtering Policy

All policies are available to view on staff share, on the school website and in the School office.

5.3 Key national and Local Authority guidance

Garswood's child protection and safeguarding policy is written in line with, but not limited to, the following guidance:

Guidance for Safe Working Practice for Adults who work with Children and Young People

Keeping Children Safe in Education (September 2024)

Working Together to Safeguarded Children (2023)

The Prevent Duty Departmental advice for Schools and childcare providers (June 2020)

What to do if you are worried a child is being abused (March 2020)

Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five (April 2020)

Template safeguarding risk assessment (vulnerable Pupils)

When to call the Police. Guidance for schools and colleges.

Signed: _____ Cllr Sue Murphy (Chair of Governors)

Date: 4/Sept/25 Signed: Pamela Potter (Headteacher)

Review Date: annually or as needed

Child Protection and Safeguarding Policy Appendices

Contents:

Appendix 1 – Guidance on recognising abuse

Appendix 2 – Guidance on Prevent Duty

Appendix 3 – Guidance on child-on-child abuse

Appendix 4 – Child on Child Abuse Garswood Pro Forms

Appendix 5 - Advice for staff in School in responding to concerns and disclosures

Appendix 6 – Escalation/Resolution Procedures

Appendix 1 **Recognising abuse**

The four main categories of abuse are:

Physical Abuse

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts.

Types of physical abuse include:

- Hitting or smacking
- Shaking
- Throwing
- Poisoning
- Burning and scalding
- Drowning
- Suffocating
- Fabricating or Inducing Symptoms
- Any other way of causing physical harm

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development.

This may involve:

- Conveying they are worthless, unloved, and inadequate or only valued insofar as they meet the needs of another person.
- Not giving a child opportunity to express their views, 'making fun' of what they say or how they communicate.

- Inappropriate expectations for their age or development – including overprotection.
- Seeing or hearing the ill treatment of other such as domestic violence or abuse.
- Serious bullying and causing the child to feel frightened or in danger.
- Exploitation or corruption of children.
- All types of ill-treatment of a child. Even if a child is subject to another abuse from another category, they will still experience a level of emotional abuse.

Sexual Abuse

Sexual abuse is forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

This includes:

- Physical contact including penetrative and non-penetrative acts.
- Involving children looking at or in the production of sexual images.
- Watching sexual activities
- Encouraging children to behave in sexually inappropriate ways
- Grooming a child in preparation for abuse

Neglect

Neglect is the persistent failure to meet a child's basic physical, developmental and/or psychological needs, likely to result in the serious impairment of a child's health or development. This can also occur during pregnancy as a result of parental substance misuse.

This includes when a parent or carer fails to provide:

- Adequate food clothing or shelter (including exclusion from home and abandonment).
- Protection from physical and emotional harm and danger.
- Ensure adequate supervision.
- Access to appropriate medical care or treatment.
- Meeting the child's basic emotional needs.

Garswood Primary School also recognises the following additional forms of abuse which children may be at risk of:

Female Genital Mutilation [FGM]

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The practice causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child.

FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with as part of existing child and adult safeguarding/protection structures, policies and procedures. FGM is illegal in the UK

(HM Government: Multi-Agency Practice Guidelines: Female Genital Mutilation)

Key Points:

- It is NOT a religious practice.
- Occurs mostly to girls aged 5-8 years old; but up to around 20.

- It has been a criminal offence in the United Kingdom since 2005.
- Offence since 2003 to take girls abroad
- Criminal penalties include up to 14 years in prison.

Reasons for this cultural practice include:

- Cultural identity – an initiation into womanhood.
- Gender identity – moving from a girl to a woman – enhancing femininity
- Sexual control – reduce the woman's desire for sex
- Hygiene/cleanliness – un mutilated women are regarded as unclean.

Risk Factors include:

- Low level integration into UK society
- Mother or sister who has undergone FGM
- Girls who are withdrawn from PSHE
- A visiting female elder from the country of origin
- Being taken on a long holiday to the family's country of origin
- Talk about a 'special' event or procedure to 'become a woman'

High Risk Time

This procedure often takes place in the summer, as the recovery period for FGM can be 6 to 9 weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high risk group is absent from School or where the family request an 'authorised absence' for just before or just after the summer School holidays.

Although it is difficult to identify girls before FGM takes place, where girls from these high risk groups return from a long periods of absence with symptoms of FGM, advice should be sought from the police or social services.

Process to identify pupils at risk of FGM

- Garswood Primary School looks to unify the cultural backgrounds of pupils, risk factors and possible symptoms to form a process to effectively identify pupils who may be at risk of FGM.
- The School will work with additional agencies such as the Police, Social Care and Children's Services in order to prevent any harm being caused to any pupil who may be at risk of Female Genital Mutilation.
- If a possible case of FGM is suspected, the Designated Senior Lead will contact Children's Social Care immediately and make a referral.

Post FGM symptoms include:

- Difficulty walking, sitting or standing
- Spend longer than normal in the bathroom or toilet
- Unusual behaviour after a lengthy absence
- Reluctance to undergo normal medical examinations
- Asking for help, but may not be explicit about the problem due to embarrassment or fear.

Longer term problems include:

- Difficulties urinating or incontinence
- Frequent or chronic vaginal, pelvic or urinary infections
- Menstrual problems

- Kidney damage and possible failure
- Cysts and abscesses
- Pain when having sex
- Infertility
- Complications during pregnancy and child birth

Forced Marriage

A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, FGM, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults who lack the capacity to consent, coercion is not required for a marriage to be forced.

(HM Government: The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage)

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor. (Foreign and Commonwealth Office and Home office Guidance on Forced Marriage)

Potential warning signs or indicators that a child is at risk of Forced Marriage

- Absence and persistent absence
- Request for extended leave of absence and failure to return from visits to country of origin
- Fear about forthcoming School holidays
- Surveillance by siblings or cousins at School
- Decline in behaviour, engagement, performance or punctuality
- Poor exam results
- Being withdrawn from School by those with parental responsibility
- Removal from a day centre of a person with a physical or learning disability
- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement to a stranger
- Prevented from going on to further/higher education

The School acknowledges that persistent absence from School or requests for leave of absence can be an indicator of a potential safeguarding risk. The issues surrounding Forced Marriage link directly to the School attendance policy; any absences from School will be followed up in accordance with this policy. This is to ensure that we make every effort to know a child's whereabouts and can safeguard them to the best of our ability.

What to do if you have a concern regarding Forced Marriage?

Forced Marriage is an offence and if this is happening to a child under the age of 18 it is considered to be child abuse. If you suspect that a child or young person is being forced to marry then you must share your concerns with the Designated Senior Lead, Mrs Hall, who will make appropriate contact with Children's Social Care or the Police. The Forced Marriage unit can be contacted for advice and help in making the referral.

Child Sexual Exploitation is sexual exploitation of children and young people under 18. It involves situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/ mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/ economic and/or emotional vulnerability.

Identifying Cases of CSE

Staff should be aware of the key indicators of children being sexually exploited which can include:

- Going missing for periods of time or regularly coming home late;
- Regularly missing School or education or not taking part in education;
- Appearing with unexplained gifts or new possessions;
- Associating with other young people involved in exploitation;
- Having older boyfriends or girlfriends;
- Suffering from sexually transmitted infections;
- Mood swings or changes in emotional wellbeing;
- Drug and alcohol misuse; and
- Displaying inappropriate sexualised behaviour.

Practitioners should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

(Department for Education: What to do if you suspect a child is being sexually exploited. A step by step guide for frontline practitioners)

How do we manage suspected cases of Child Sexual Exploitation?

The School will respond to suspected cases of Child Sexual Exploitation in relation to St Helens LSCB safeguarding procedures. If a child or young person is at risk or suspected of being sexually exploited, concerns should be passed on immediately to the Designated Safeguarding Lead, Pamela Potter. The concern will then be referred onto Social Care.

Honour Based Violence

The terms "honour crime" or "honour-based violence" or "izzat" embrace a variety of crimes of violence (mainly but not exclusively against women), including assault, FGM, imprisonment and murder where the person is being punished by their family or their community. They are being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour. It can be distinguished from other forms of abuse, as it is often committed with some degree of approval and/or collusion from family and/ community

members. Victims will have multiple perpetrators not only in the UK; HBV can be a trigger for a forced marriage.

(HM Government: The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage)

Prevention of abuse:

Garswood Primary School will:

- a) Establish and maintain an ethos where children feel safe and secure. Children will be encouraged to talk and are listened to.
- b) Ensure all children know that they can approach a trusted adult in School if they are worried or in difficulty
- c) Ensure that children are helped to keep themselves safe by embedding skills throughout the School; in the curriculum, through PSHE and circle time, and through pastoral interventions.
- d) Ensure that staff receive up to date safeguarding training

Appendix 2: PREVENT DUTY

Radicalisation/Extremism

Garswood Primary School is subject to a duty under section 26 of the Counter-Terrorism and Security Act 2020 to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

In order to fulfil the Prevent duty, it is essential that School staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is part of Schools’ wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

(The Prevent Duty: Departmental advice for Schools and childcare providers June 2020)

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views. Vocal or active opposition to fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

(PREVENT strategy -HM government)

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views.

These include;

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.

- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group. Increase in prejudice-related incidents committed by that person – these may include;
 - Physical or verbal assault
 - Provocative behaviour
 - Damage to property
 - Derogatory name calling
 - Possession of prejudice-related materials
 - Prejudice related ridicule or name calling
 - Inappropriate forms of address
 - Refusal to co-operate
 - Attempts to recruit to prejudice-related organisations
 - Condoning or supporting violence towards others.

Garswood's objectives in light of the Government's PREVENT strategy are as follows:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in School. School staff will complete PREVENT training.
- All governors, teachers, teaching assistants and non-teaching staff will know what the School policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All parents/carers and pupils will know that the School has policies in place to keep pupils safe from harm and that the School regularly reviews its systems to ensure they are appropriate and effective.

Garswood Primary School will aim to build the resilience of children at Garswood by:

- Providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.
- Promoting the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values. This will be done throughout the curriculum, PSHE, Circle Time, and through pastoral intervention.

(PREVENT strategy – HM government)

Appendix 3 Child on Child Abuse

Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

Sexual violence and sexual harassment Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Bullying (physical, name calling, homophobic etc.)

Bullying is unwanted, aggressive behaviour among School aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Cyber bullying

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 2003 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information

or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the School will have no choice but to involve the police to investigate these situations.

Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private School, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Harmful sexualised behaviour and sexual abuse

Harmful sexualised behaviour (HSB) from children or young people is not always contrived or with the intent to harm others. HSB may range from inappropriate sexual language, inappropriate role play, sexually touching another or sexual assault/abuse including rape.

Although all children and young people have the potential to be at risk of any form of sexual harassment or assault, we recognise that some groups may be more at risk than others. For example, girls are often more at risk of being sexually harassed than boys.

Not all sexual behaviour displayed by children or young people is harmful. Showing some sexualised behaviours can be healthy and a normal part of child and adolescent development.

Decisions on whether sexualised behaviour is potentially harmful should be made with reference to the NSPCC framework, knowledge and understanding from specialist training and advice from the St. Helens Safeguarding Children Partnership.

Professionals should also consult and utilise the St Helens Policy, Procedures and Practice Guidance for Children and Young People (aged under 18) who display Harmful Sexual Behaviour’.

Due to the concerning and sensitive nature around suspected Harmful Sexual Behaviour from a child or young person, as well as the need to keep the victim safe, advice will be sought from external agencies including Children’s Social Care. School will also work with families where appropriate, and directly with both the child displaying the harmful behaviour and the victim (separately) to ensure that all children are kept safe and the harmful behaviour ceases. If the harmful behaviour continues, it may be necessary to take further action to ensure the safety and wellbeing of the victim. This is in line with Garswood Primary School’s Behaviour Policy.

Here at Garswood Primary we understand that any incidents of sexual assault, harassment or rape may be hard for a child or young person to disclose to an adult. There are many barriers that may stop a child or young person from wanting to share what has happened to them. We also understand that some disclosures we receive may be relating to historic incident. Regardless of when or where the incident took place, we will ensure that:

- All disclosures or concerns are taken seriously
- All incidents are thoroughly investigated
- We listen to the voice of the child or young person and let that inform and shape how we support them
- We understand that some children may not tell us what has happened to them, and it is our job to understand behaviour and other forms of communication or indicators.
- We teach about healthy relationships, rights and abuse within our safeguarding curriculum to help protect and empower pupils
- We challenge inappropriate language, gender stereotypes or attitudes.

Staff at the school are trained in Harmful Sexual Behaviour and in the use of the ERASE tool. This provides a coordinated, systematic and evidence-based approach to recognising and responding to the risks and needs of children displaying harmful sexual behaviours.

Upskirting

Upskirting typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. This is a criminal offence and has to be reported.

Teenage relationship abuse

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and

18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

Next Steps

person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required. Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PHSE and SMSC that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in School so that they have someone named that they can talk to, support strategies for them within school

After care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the young people following the incident(s) are imperative.

Preventative Strategies for Schools and Settings

For all Schools and settings, 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. Firstly, and most importantly for Schools and settings is recognition that Child on Child abuse can and will occur on any site even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting young people to talk about any issues and through sharing information with all staff.

This can be supported by ensuring that each School/setting has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. This can be strengthened through a strong and positive PHSE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

To enable such an open and honest environment it is necessary to ensure the whole workforce feels confident and enabled to talk about issues and challenge perceptions of young people including use of inappropriate language and behaviour towards one another. In order to create such an environment, it is necessary for whole staff training and CPD around abusive behaviours and talking to young people in a way that continues to create an open and honest environment without prejudice. It is incredibly important that staff do not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. It is

necessary that staff consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised it may result in a young person seeking no further help or advice.

It is important that signposting is available to young people in the event that they don't feel confident raising an issue to staff or a peer. It is useful to have a resource board with support services on a wide range of issues so young people can seek their own solutions should they wish to. In the same way external services or support programmes could be brought in to talk to young people about specific issues in support of the prevention of Child on Child abuse. Finally, it is useful to ensure young people are part of changing their circumstances and that of the procedures within Schools. Having a School council and pupil voice and encouraging young people to support changes and develop 'rules of acceptable behaviour' will go far in helping to create a positive ethos in School and one where all young people understand the boundaries of behaviour before it becomes abusive.

After care

It is important that following the incident, the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). Regular reviews with the young people following the incident(s) are imperative.

Minimising the risk

As with all forms of abuse, preventative measure should be taken to avoid any Child on Child abuse occurring. This includes the following:

- Ensuring that safeguarding is taught as part of the curriculum across all key stages and year groups
- That any lower level incidents of bullying etc. are dealt with immediately and effectively in order to ensure they do not escalate
- That children who have vulnerability indicators of either being a victim or a perpetrator are identified early and subsequently supported.
- That vulnerability indicators are clearly identified and recognised, such as mental health, drug and alcohol misuse, learning difficulties and disabilities, and previous abuse suffered.
- By recognising 'the gendered nature of Child on Child abuse and that evidence shows girls, children with SEND and LGBT children are at greater risk of sexual violence and harassment (KCSIE 2025).
- That all staff have relevant up to date training on Child on Child abuse a part of their annual safeguarding training.
- That school is a safe and caring environment where children and young people feel confident to express their concerns at the earliest stages.

Record keeping

It is important that school staff keep accurate and comprehensive records of any bullying or Child on Child abuse incidents that take place. This is important for the following reasons:

- To hold evidence of incidents so their frequency, nature and severity can be assessed to determine the appropriate action
- To spot trends and to see whether there are particular issues that seem to be more prevalent within the school and therefore need specific intervention
- To providing supporting documentation for any investigation including criminal investigations
- To ensure compliance with child protection procedures
- To provide evidence of outcome of any incidents to ensure they have been dealt with effectively
- To ensure effective monitoring procedures.
- State whether incidents are reported to governing body

Child on Child abuse can be and is as damaging as any form of abuse. All incidents will be taken extremely seriously and dealt with in the same approach as other allegations of abuse. Child on Child abuse should never be tolerated under any circumstance and should not be passed off as 'banter', 'just having a laugh', 'boys being boys' or 'part of growing up'. All children have the right to feel safe with their peers and should be protected accordingly. Any incidents of bullying will be dealt with in line with the school's Behaviour Policy and Anti-Bullying Policy.

Appendix 4

Garswood Primary School Report of Child on Child Abuse Allegation

Date of Record: _____

Person/child making initial allegation:

Child's Name(s) Victim(s) of alleged abuse: Name(s) of alleged Perpetrator or Perpetrators:

Name(s) of other children who may be victims of the Perpetrator/Perpetrators:

Places where the alleged incident has taken place:

Nature of the incidents:

Physical abuse ☐

Sexual violence ☐

Initiation/Rituals ☐

Sexual harassment ☐

Sexting ☐

Other ☐

Action Taken:

Person Making Report: _____

Garswood Primary School
Child on Child Abuse Risk Assessment – Master

Victim		
Alleged Perpetrator		
Context of allegation		
Risk assessment completed by:		
Date:		
Hazard/Risk Factor	Actions to reduce risks	Date Implemented
Risks Risks to other pupils and staff in response to allegation -violence -verbally abusive -distressed and upset -mental health affected -isolation		
Environment and location in which victim and perpetrator are situated normally in close proximity.		
Further risk interactions verbal or physical		
Emotional Well-being affected		

Appendix 4

Advice for Staff and helpers in School

This information will be provided to all staff on induction to the School and will be part of the induction policy. It will also be made available to parent helpers who volunteer in School.

A child may confide in any member of staff and don't always go to teachers. Staff to whom an allegation is made should remember:

Receive

- Listen to the child
- If you are shocked by what they say, try not to show it
- Take what they say seriously
- Accept what the child says
- Be careful not to burden the child with guilt by asking "Why didn't you tell me earlier?"

Reassure

- Stay calm and reassure the child that they have done the right thing in talking to you.
- It is essential to be honest with the child. Do not make promises you may not be able to keep.
- Do not give undertakings of absolute confidentiality. YOU CANNOT PROMISE TO KEEP A SECRET!
- Try to alleviate any feelings of guilt that the child displays. For example, you could say "You're not to blame."
- Acknowledge how hard it must have been for the child to tell you what happened.
- Empathise with the child – do not tell them what they should be feeling.
- Assure the pupil that only those who need to know will be informed (namely Child Protection Contact.)

React

- React to the pupil only as far as necessary for you to establish whether or not you need to refer this matter: but do not "interrogate" them for full details.
- Do not ask leading questions.
- Ask open-ended questions.
- Do not criticise the perpetrator: the pupil may love him/her and reconciliation may be possible.
- Do not ask the pupil to repeat everything to another member of staff.
- Explain what you might have to do next and whom you have to talk to.
- Inform the designated teacher for Child Protection.
- Try to see the matter through yourself and keep contact with the pupil.
- Ensure that if a Social Services interview is to follow, the pupil has a "Support Person" there if they wish (it could be yourself).
- Make a note of the discussion, as soon as is reasonably practicable and pass on to the designated teacher. The note should be recorded on Garswood Child Safety and Welfare Concern form, it should record the time, date, place and people who were present as well as what was said — this may be used in any subsequent court proceedings. Safety and Welfare Concern form can be found on the Safeguarding Information Board by the photocopier, classrooms, nursery and the Pastoral Manager's Office.

- Finally, but most importantly, inform the DSL and give your completed Safety and Welfare Concern Form to them. Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to the assessment or implementing child protection plans.

Appendix 5

