



Safeguarding and Child Protection

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THE THREE SAINTS ACADEMY TRUST SAFEGUARDING AND CHILD PROTECTION POLICY

1. INTRODUCTION

The duties imposed by Section 175 (Section 157 for Academies) of the Education Act 2002 make explicit the responsibility of governors to safeguard and promote the welfare of children as part of their common law duty of care towards the children for whom they are responsible. The responsibility for making sure arrangements are in place, in accordance with the guidance given by the Secretary of State lies with the Directors.

Under the Trust's Scheme of Delegation each School's Governing Body has a Governor responsible for Child Protection / Safeguarding.

There are two aspects to safeguarding and promoting the welfare of children. They are that arrangements are in place:

- To take all reasonable measures to ensure that risks of harm to children's welfare are minimized, and
- To take all appropriate actions to address concerns about the welfare of any child, or children working together with St Helen's Safeguarding Children's Board (STHLSCB) <http://sthelensscb.proceduresonline.com/index.htm> and the agreed policies and procedures in full partnership with other local agencies.

The arrangements that the school has in place will provide for both these aspects so safeguarding children's welfare.

The document entitled "Working Together to Safeguard Children" (DFE July 2015) places a general duty on schools to work and cooperate with other agencies to safeguard and promote the welfare of children. The Three Saints Academy Trust is committed to do this by having an open and honest transparent line of communication.

The School's responsibilities are outlined in the statutory guidance to schools and colleges "Keeping Children Safe in Education (KCSiE - DFE September 2016). This guidance document states that all education settings must have in place systems designed to:

- Prevent unsuitable people working with, or coming into contact with, children and young people within the setting;
- Promote safe practice and challenge poor or unsafe practice;
- Identify instances in which there are grounds for concern about a child / young person's welfare and take appropriate action to keep children / young people safe;
- Contribute to effective partnership working between all those involved with providing services for children.

KEY DEFINITIONS

The Children Acts 1989 and 2004 states a child is anyone under the age of 18.

Safeguarding and Promoting the Welfare of Children

Keeping Children Safe in Education (DFE September 2016) states safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

Protecting children from maltreatment
Preventing impairment of children's health and development, and
Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.

Child Protection

Is one part of safeguarding and promoting the welfare of children and refers to the activity that is undertaken to protect children who are suffering, or at risk of suffering significant harm.

Significant Harm

- Significant harm can be defined as the ill treatment or impairment of health and development of a child or young person.
- Development includes physical, intellectual, emotional, social or behavioural development.
- Health includes physical and mental health.
- Ill-treatment includes sexual abuse and other forms of ill - treatment that are not physical. This is viewed from the perspective of normal behaviour for a child / young person of similar age and understanding.

General Principles

The child's welfare is paramount.

All children have a right to a childhood free from abuse, neglect or exploitation.

All members of staff have a responsibility to be mindful of issues related to children's safety and welfare and have duty to report and refer any concerns however "minor".

Parents have a right to be informed in respect of any concerns about their child's welfare, or any action taken to safeguard and promote the child's welfare, providing this does not compromise the child's safety.

Children are best protected when professionals work effectively together.

The school has robust systems in place that deter possible abusers and will manage effectively any allegations or concerns as they arise.

This policy and procedures will be reviewed annually and may be amended from time to time. This policy applies to all teaching, non-teaching, school governors and volunteer staff.

2. THE PURPOSE OF A SAFEGUARDING AND CHILD PROTECTION POLICY

Our Trust Safeguarding and Child Protection Policy is one that provides clear direction to staff and others about expected codes of behaviour in dealing with safeguarding and child protection 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 and child protection concerns and referrals may be handled sensitively, professionally and in ways, which support the needs of the child.

3. AIMS OF THE POLICY

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

There are three main elements to our Safeguarding and Child Protection Policy:

a) **Prevention**

That caring relationships with children, parents, carers and families are built on mutual trust and respect. Staff throughout the school will meet with parents on a regular basis to discuss concerns and parents are welcome at all other times to make an appointment if they need to speak to a member of staff. Attendance is vital; school operates a first day contact system in the case of unexplained absence from school which in some cases is followed up by a home visit. (See the School Attendance Policy).

b) **Protection**

We ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. There are identified key workers across school. Staff are trained at a basic level in safeguarding and are made aware of the need to be observant and to monitor the children in their care i.e. to notice changes in appearance and behaviour, patterns of absence etc. Staff are aware of the need to respond appropriately and sensitively to safeguarding concerns. The Safeguarding Flowchart (Appendix 2) and Continuum of Need are displayed in Designated Safeguarding Lead's (DSL) and Headteacher's offices. All Teachers have access to a copy of the guidance material, Working Together to Safeguard Children either from the DSL, school email user group, Staffroom Noticeboard or on the LSCB website <http://sthelensscb.proceduresonline.com/index.htm>. All teachers have a safeguarding class folder.

c) **Support**

Children have the opportunity throughout the day to talk to adults in school. Informal support is offered to parents / carers through coffee mornings, parent's courses and information evenings. Information relating to community services is displayed on the parents' board. Children have accessed training in supporting their peers through such schemes as activity leaders and peer mentoring. More formal support is offered through the Attendance Procedures and where appropriate through Early Help Assessment Tool (EHAT) and THINK FAMILY procedures.

Adults who have been involved in any part of a safeguarding/child protection issue will be offered support and, if appropriate, support from outside agencies will be sought.

4. SCHOOL COMMITMENT

We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children, and especially those at risk of, or suffering from, abuse, exploitation and radicalisation.

The Three Saints Academy Trust will therefore:

- a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to. This is done through PSHE lessons, assemblies, one-to-one and small group therapeutic support etc.
- b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. Children know they can speak with any school staff about any issues they are worried about.
- c) Included in the curriculum activities and opportunities for PSHE / Citizenship which equip children with the skills they need to stay safe from abuse and which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills. Throughout our curriculum we ensure our children understand how to be healthy, stay safe and feel safe and what to do when they do not, for example by the use of peer mentors and bully box scheme within school to address concerns and access to the WHISPER button via the Pupil page on the school website (SMST only), this ensures the children have the best opportunity for a successful life.
- d) Through PSHE, RE, SMSC and promoting British Values, the Trust provides an ongoing programme of support through the curriculum at an age appropriate level, to promote self-esteem and social inclusion, and to the address the issue of child protection in the wider context of child safety in general
- e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

5. FRAMEWORK

Schools do not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards children and families most at risk of social exclusion.' (*Working Together to Safeguard Children 2015*).

Safeguarding is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the LSCB (Local Safeguarding Children Board).

The LSCB is made up of representatives from a number of agencies including health, children social care, probation and the police. The LSCB website contains:

Definitions of abuse and indicators;

Procedures for Safeguarding and multi-agency working including relevant contacts;

Advice on good practice and policy making'

Pro- formas for referral and record keeping.

Procedures and Guidelines for Child Protection and Safeguarding Children

PREVENTION

The Three Saints Academy Trust takes seriously its duty of pastoral care and is proactive in seeking to prevent children becoming victims of abuse, neglect or exploitation. It does this in a number of ways:

- Through the creation of an open culture which respects all individuals' rights and discourages bullying and discrimination of all kinds;
- By identifying members of staff responsible for child protection and safeguarding matters;
- By ensuring staff receive training and act as source of advice and support to other school staff;
- By informing children of their rights to be free from harm and encourage them to talk to school staff if they have any concerns;
- Through PSHE, RE, SMSC and promoting British Values, the Trust provides an ongoing programme of support through the curriculum at an age appropriate level, to promote self-esteem and social inclusion, and to address the issue of child protection in the wider context of child safety in general.

EARLY HELP

Providing Early Help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as possible so as to prevent further problems arising.

Effective early help relies upon local agencies working together to:

- Identify children and families who would benefit from early help
- Undertake an assessment of the need for early help, and
- Provide targeted early help services to address the assessed needs of the child and their family which focuses on improving the outcomes for the child.

The Three Saints Academy Trust is committed to early help and identification of unmet needs and vulnerabilities of its pupils and work in partnerships with other agencies to promote the welfare of the pupils and to keep them safe. 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.

Children are best protected when professionals work effectively together and share responsibility for protective action.

The Three Saints Academy Trust is proactive and takes positive steps to inform children of their rights to safety and protection and the options available to express their fears or concerns.

The school has in place robust systems that deter possible abusers and will manage effectively any allegations or concerns about abuse if they arise.

When children make allegations about abuse or neglect they will always be listened to, have their comments taken seriously and appropriate action taken.

Concerns

All staff have a duty to report and refer any concerns to the relevant member of staff who has overall responsibility for Child Protection/Safeguarding matters.

Any staff member however, can refer direct to Social Care with concerns regarding a child but will need to ensure they keep the DSL informed of their actions.

Definition and categories of abuse

See Appendix 1 for more detailed information on Signs and Indicators of Abuse in Children.

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. They may be abused by an adult or adults or another child or children.

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 to 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 imposed on children.

These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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 a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the

internet). Sexual abuse is not solely perpetrated by males. Women can also commit acts of sexual abuse, as can other children.

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 can occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing: 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 care-givers); to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. The NSPCC offers information on its own website www.nspcc.org.uk.

Broad government guidance on issues listed below can be found on the .GOV.UK website:

Child sexual exploitation (CSE) - See Below

Bullying including cyberbullying

Domestic abuse

Drugs

Fabricated or induced illness

Faith Abuse

Female Genital Mutilation (FGM) - See Below

Forced Marriage

Gangs and Youth Violence

Gender-based violence/violence against women and girls (VAWG)

Mental Health

Private Fostering

Radicalisation - See Below

Sexting

Teenage Relationship Abuse

Trafficking

Local Safeguarding Children's Boards also have national and local guidance

<http://www.sthelensscb.proceduresonline.com/index.htm>.

Child Sexual Exploitation (CSE)

Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something (for example, food, accommodation, drugs, alcohol, gifts, and money or in some cases, simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly "consensual" relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex,

sexual bullying including cyberbullying and grooming. However, it is important to recognize that some young people who are being sexually exploited do not exhibit any external signs of abuse. Technology is widely used by perpetrators as a method of grooming and coercing victims, often through social networking sites, such as Facebook, Snapchat, Instagram, etc.

Concerns around CSE need to be reported via the First Response Team using Appendix 5 Service Request Form and Appendix 7 MACSE Form CSE 1.

Female Genital Mutilation (FGM)

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

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

Schools' Safeguarding Information Pack has been issued to all staff in their Blue Safeguarding Folders with indicators, signs and symptoms as well as different FGM terminology used in other countries.

If staff have a concern they should report to the Designated Safeguarding Lead using the welfare concern form Appendix 3, if appropriate Appendix 5 will be initiated to refer to Social Care.

Mandatory Reporting Duty for FGM

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by Section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, social workers and healthcare professionals to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. All such cases should be referred to the Designated Safeguarding Lead and follow Safeguarding Procedures using Appendix 3 alongside the individual's report to the Police.

Preventing Radicalisation

Protecting children from the risk of radicalization is seen as part of The Three Saints Academy Trust's wider safeguarding duties under the PREVENT Strategy. Each school has a Single Point of Contact (SPOC). All staff have undertaken PREVENT online training.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online. The internet and the use of social media in particular has become a major factor in the radicalization of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who may be at risk of radicalization and act proportionately which may include a referral to the Channel Programme via the First Response Team in Social Care using Appendix 6 PREVENT Referral and Assessment Form.

Each school and Trust websites has a link via the reporting button Stop Terrorism and Extremism Online Protection.

Further information can be found in Tackling Extremism and Radicalisation Policy.

Information Technology

Schools in the Three Saints Academy Trust currently utilise a suite of Websense products to ensure safe and controlled internet access for all staff and pupils. The capabilities of Websense include:

Filtering inappropriate internet content, malicious code and other threats;

Provide controlled social media access;

Assist schools in meeting the Prevent Duty by keeping children safe from terrorist and extremist material;

Detect expressions that are indicative of cyber-bullying or self-destructive patterns.

Monitoring children's access via iTALC monitoring software.

All internet usage, both success and failure, is logged for audit purposes.

Staff are fully aware of the dangers and risks associated with electronic communications. Consequently they **MUST** ensure that they do **NOT** engage in inappropriate electronic communication of any kind with a child. Any child that attempts to "befriend" staff via social media must be reported to the Designated Safeguarding Lead and parents informed.

Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Designated Safeguarding Lead /Designated Teacher for LAC 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.

More detailed information in the Looked After Child Policy.

Indicators

The trust acknowledges that members of staff will not be experts at recognising where abuse may occur, or has already taken place, however staff will be expected to look out for any of the following indicators and take the appropriate action. They child may:

- Show unexplained or suspicious injuries such as bruising, cuts or burns, particularly situated on a part of the body not normally prone to such injuries.
- Have an injury for which the explanation seems inconsistent.
- Describes what appears to be an abusive act in which they were involved - verbally or in written form such as literacy work or drawings.
- Show unexplained changes in behaviour - eg becoming very quiet, withdrawn or displaying sudden outbursts of temper or hysteria. Academic work may suddenly deteriorate at this time.
- Demonstrate age inappropriate sexual awareness
- Engage in sexually explicit behaviour
- Be distrustful of adults, particularly those with whom a close relationship will normally be expected.

- Have difficulty in making friends.
- Be prevented from socializing with other children.
- Showing signs of depressions, self-injury, suicidal tendencies
- Display variations in eating patterns including overeating or loss of appetite.
- Loss of weight for no apparent reason.
- Becoming increasingly dirty or unkempt, with inadequate or damaged clothing.
- School absenteeism.

The above list is not exhaustive and the presence of one or more of the indicators will not be proof that abuse has taken place. It is **NOT** the responsibility of members of staff to decide that child abuse is occurring, but it is their responsibility to act on any concerns. See further detailed information in Safeguarding Information Pack in class blue folders.

Missing from Education

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

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. It is essential all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and force marriage.

The law requires all schools to have an admission register.

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

- Have been taken out of school by their parents and are being educated outside the school system ie home education. See Appendix 8 Briefing on Pupil Registers and Home Educated Children and St Helens Local Authority Matrix of Vulnerability Form.
- Have been permanently excluded.

All schools must inform the local authority of any pupil who is absent from school without school's permission for a continuous period of 10 days or more. See Attendance Policy.

Notification and Referral Route

If a child becomes missing from education Education Welfare Service should be contacted and a Child Missing Education (CME) Form completed. See Appendix 9.

6 ROLES AND RESPONSIBILITIES

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. This means, that staff are required to take action to protect children from maltreatment, prevent impairment to children's health or development and ensure that children grow up in circumstances with the provision of safe and effective care.

All staff are aware of the signs of abuse and neglect and now what action to take if these are identified. There are, however, key people within schools and the LA who have specific responsibilities under Safeguarding procedures.

The Director of Wellbeing, Linda Smith is the Designated Safeguarding Lead (DSL) and Headteacher Lyndsey Lewis and Family Support Worker Nicola Shields are the Deputy DSLs at St Mary and St Thomas. Headteacher, Laura Rynn, is the DSL and Diane Edwards the Deputy DSL undertake this role at St Ann's. The roles and responsibilities of the DSL are:

- To be fully conversant with the Local Authority and School Safeguarding Procedure
- To provide all staff with advice in regard to safeguarding.
- 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 child protection plans and keep this updated as notification is received.
- To liaise with the relevant agencies and 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 action 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 to provide a report from school.
- 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 LA cluster meetings/trainings on a regular basis.
- To hold safeguarding induction sessions for new staff and volunteers working across school.
- To refresh volunteers and all staff on initiatives and developments as the need arises.
- 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.

The role of the Senior Management Team

It is recognised that as Safeguarding is a shared responsibility at multi agency level, so it is within school. The DSL's will share decisions with the Senior Management Team. If the DSL's are not available then the Senior Management Team should be consulted. In the unlikely event of the senior management team being unavailable or if a course of action is unclear then the Local Authority Adult and Children's' Services Contact Centre should be contacted on (01744 676600). Out of Duty hours 08450 500148. Safeguarding will be an agenda item at every Senior Leadership Team meeting.

The role of the Directors

The Directors are aware of their role in overseeing the school's arrangements for safeguarding. They are aware of the expectations for them to remedy any deficiencies in safeguarding systems without delay. They will review all safeguarding structures annually.

The Directors will nominate a named Director or Governor to support the safeguarding systems in each school,

The named Governors are Elizabeth Collins (SMST) and Amy Bradley (St Ann's)

The above will be met through:

Discussions with staff and Governors about how the school delivers safeguarding through curricular and extra curricular activities, school policies and procedures. Such developments are included in the termly Headteacher's report and newsletters.

Attending safeguarding training led by the school and external agencies (training in safeguarding is held each year by the school)

Liaising with the named member of staff in school on a regular basis and providing feedback from such meetings for all Directors

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 DSL's to fulfil their responsibilities

Reporting back to the Governors/Directors as and when appropriate

Awareness of the importance of confidentiality

Governors will not investigate concerns and allegations, ask for information about individual children or cases, act independently or create unnecessary work for staff

7. PROCEDURES

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the procedures set out by the LSCB.

Staff are reminded of Safeguarding procedures at an annual staff meeting and information and updates are issued via E-bulletins and at staff meetings throughout the year.

All temporary staff have a brief Safeguarding leaflet (Appendix 11) which covers the action they should take if they have any concerns.

All visitors receive a Safeguarding leaflet (Appendix 12) outlining the school's Safeguarding Procedures and their adherence to them.

Posters are displayed in the adult's toilets.

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

Parents can make referrals direct to Social Care on 01744 676600 should they have any concerns.

8. TRAINING AND SUPPORT

The Three Saints Academy Trust ensures that the Designated Safeguarding Leads, Deputy DSLs, all staff and the Governors attend training relevant to their role.

All staff will have access to Safeguarding training which is relevant and appropriate to their role. This includes training in procedures to follow, signs to note and appropriate record keeping. All staff, whether paid or unpaid, have access to appropriate training in order that they are able to react appropriately if an incident should occur. Refresher training is every year for all staff and at bi-annually for designated staff with at least annual updates. E-bulletins and regular updates via Staff Meetings will take place when required during the school year.

All staff are trained to recognise and respond to situations where a child may be considered to be at risk. The Designated Lead, Deputy DSLs are the nominated staff, and are responsible for the implementation of appropriate procedures.

Staff will be informed of any changes to current safeguarding issues through staff meetings. Any new governors to the school will automatically be asked to complete training in safeguarding as part of their induction to the role.

All training is logged by the DSL and copies of certificates are held in a file. The log outlines when training is due for renewal.

The Local Safeguarding Children's Board provides an Annual Training Programme and Calendar www.sthelenslscb.org.uk

9. PROFESSIONAL CONFIDENTIALITY

Confidentiality is an issue which is discussed and fully understood by all those working with children, particularly in the context of safeguarding. The only purpose of confidentiality in this respect is to benefit the child. Only staff with direct responsibility for children will be privy to individual safeguarding information. See Appendix 13.

All staff and governors and parents when appropriate are regularly reminded of the importance of confidentiality.

Confidentiality is respected through:

The storage of safeguarding records in a lockable filing cabinet

Ensuring information exchanged between professionals in school/ other agencies is kept between those directly involved with the child / family

Ensuring that if a child transfers school, confidential records will be passed on.

It must be remembered however that the child's welfare is paramount and takes precedence over all other considerations. If a child is deemed to be at risk of significant harm, then referrals to Children's Social care must be made. In the case of disclosure of abuse, staff are advised never to promise a child that they will keep it a secret as this may well inhibit action being taken which would be in the child's best interest.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts.

Any disclosure of personal information to others, [including to social service departments], must always, however, have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 1998, European Convention on Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child. The safety and welfare of that child necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

10. RECORDS AND MONITORING

Well-kept records are essential to good safeguarding practice. The trust 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.

Recording concerns about the welfare or behaviour of a child- any member of staff with a concern must log the concern on a 'concern sheet', Appendix 3, date and sign this sheet and pass this to the Designated Safeguarding Lead. These are filed in a class safeguarding file in a locked filing cabinet.

When it becomes apparent there are safeguarding concerns- an individual file is opened by the Designated Safeguarding Lead which holds concerns logs, minutes of meeting etc. This is kept in a locked filing cabinet in the DSL's Office. The records are kept separately from all other records. Only the Designated Lead, Deputy Designated Leads have access to these records. In the event the DSL and Deputy DSLs are not on site, Senior Management will be allowed to access the records if necessary.

Monitoring - of children with concerns- The Senior Management Team meet every half term to review children on the Matrix of Vulnerability, class teachers know if a child is on the continuum and pass any information directly to the DSL. The matrix is reviewed and appropriate action taken when necessary.

Any staff working with or alongside a child may complete a welfare concern form and inform the DSL.

When there is a sufficient concern, evidenced by the completion of welfare forms, a referral may be made.

All concerns are logged and tracked and number of concerns reported to the Governing Body and Directors termly and recorded in an Addendum to the Section 175 Audit presented to the Board of Directors for approval and the Governing Body annually.

Transfers - If a child is on a CP Plan, under THINK FAMILY procedures or any other concerns and leaves the school the Designated Lead or Deputy Designated Lead rings the new school to inform the Headteacher of confidential issues, meetings and transfer of files is arranged during that conversation.

If a child transfers or leaves school, the school should seek to engage with an identified member of staff, with whom concerns may be shared. Child Protection information must be copied and sent under separate cover to the new school whilst the child is still under 18. Where a child is removed from roll to be educated at home, the file should be copied to the Local Authority.

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.

11. ATTENDANCE AT CHILD PROTECTION CONFERENCES

Case conferences are important meetings when professionals meet to share information formally. Professionals engaged with the family are invited as are the family. The Designated Safeguarding Lead or Deputy DSL attend all Child Protection Conferences. Teachers will be asked to attend on occasions to keep them up to date with procedures. Teachers are briefed before attending conference. The DSL would attend this meeting and would provide a written report detailing their:

- Involvement with the child and family
- Knowledge of the child's development needs
- Assessment of the capability of the parents to meet the needs of their child within their family and environmental context.

All reports should distinguish between fact, observation, allegation and opinion. When information is provided from another source it should be made clear.

Where meetings are being held to make decisions about more than one child in a family there should be a report prepared on each child

12. SUPPORTING PUPILS AT RISK

The trust recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way.

This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be a need to consider exclusion from school. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.'

This schools within the trust will endeavour to support pupils through:

- a) The curriculum, to encourage self-esteem and self-motivation.
- b) The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- c) The implementation of school behaviour management policies.
- d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- e) Regular liaison with other professionals and agencies that support the pupils and their families.
- f) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- g) The development and support of a responsive and knowledgeable staff group trained to respond appropriately to safeguarding situations.

This policy should be read in conjunction with other related policies in school and guidance

These include:

Code of Conduct

Whistle blowing Policy

Procedure for managing allegations against people who work with children and young people

Health and Safety policy/ Health Care Plans

Administering Medicine

Risk Assessment Policy

Asthma Policy

SEN Policy

SRE Policy

PSHE Policy

Behaviour Policy

Care & Control Policy

Drugs Education Policy

E safety Policy

Looked After Children Policy

Anti-Bullying Policy

Tackling Extremism and Radicalisation Policy

Attendance Policy

Lost Child and CME Policy

Recruitment and Selection,

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

What to do if you think a child is being abused

Keeping Children Safe in Education September 2016

Working Together to Safeguarded Children 2015

Children Missing Education Statutory Guidance - September 2016

The Prevent Duty - Departmental Advice for Schools and Childcare Providers - June 2015

Mandatory Reporting of FGM - Home Office Procedural Information

It is also important that Safeguarding is referenced across the curriculum to ensure risk assessment and safeguarding is embedded throughout all teaching and activities.

All policies are available to view on staff share,

Students, volunteers, extra-curricular club leaders are given the Induction summary safeguarding procedure leaflet. (Appendix 11)

Visitors to school are given a Safeguarding procedure leaflet (Appendix 12).

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, mental health issues, children may also be vulnerable and in need of support or protection.

Safe Schools, Safe Staff

All staff are advised to limit any physical contact with children

All staff should avoid working on a one-to-one basis with a child in a room with the door shut, where ever possible they should be in the line of vision of another member of staff

Any SRE matters are dealt with through the planned curriculum, or with the Designated Lead or Deputy on a one-to-one basis if needed.

All parents are invited to school to view SRE Materials

School places Child Protection issues as number 1 priority when recruiting and selecting staff.

School Policies are reviewed in line with Local and National Guidelines

All staff are made aware annually of the Whistleblowing Policy and know what steps to take if they suspect a member of staff of abusing a child

IT

Schools in the Three Saints Academy Trust currently utilise a suite of Websense products to ensure safe and controlled internet access for all staff and pupils. The capabilities of Websense include:

Filtering inappropriate internet content, malicious code and other threats.

School has also installed iTALC monitoring on the PC equipment in school to monitor the usage.

Provide controlled social media access.

Assist schools in meeting the Prevent Duty by keeping children safe from terrorist and extremist material.

Detect expressions that are indicative of cyber-bullying or self destructive patterns

All internet usage, both success and failure, is logged for audit purposes.

The school and Trust Websites have:

CEOP reporting button

STEOP button

Whisper Button (SMST only) for concerns to be reported online

13. EARLY HELP ASSESSMENT (EHAT)

This form should be used when we consider that a child has needs which cannot be met solely by the services or resources within the school, and where, following an assessment of the situation, we believe co-ordinated intervention is required to promote, safeguard or protect the welfare of the child.

In these circumstances, we will have records detailing what work has been undertaken by our school to support the child and family and why we believe that a more corporate and co-ordinated approach is needed. This information then provides the basis for the completion of the Early Help Assessment Tool (EHAT). The request for coordinated support services for a family should always be discussed with parents. Designated staff will complete the form using information gathered. School will retain a secure copy. The Class teacher will be informed so as to monitor closely.

Where, following an assessment of a situation, it is considered immediate protective action is required; a child protection referral must be made by the DSL. **This referral will be made by telephone to the Contact Centre on 01744 676600, followed up by email service request form (Appendix 5) to adultandchildrenteam@sthelens.gov.uk.** The EHAT should then be forwarded by the DSL via an EHAT/ICS transfer to the First Response Team.

If it is a child protection referral the DSL will complete the service request form using information gathered. School will retain a secure copy.

Parents will be informed that a referral has been made if it is thought that this will not endanger the child in any way. The Class teacher will be informed so as to monitor closely.

14. PROCEDURES - IF STAFF CONCERNED ABOUT THE WELFARE/SAFETY OF A CHILD

Inform Designated Safeguarding Lead or Deputy DSL

Complete a welfare concern form (Appendix 3)

Child will be reassured

Flow chart from Local Authority will be followed (see Appendix 2)

See Appendix 10 Safeguarding Induction Sheet- in every class and handed to supply staff on arrival at Office

15. PROCEDURES - DSL NOTIFIED OF CONCERN ABOUT THE WELFARE/SAFETY OF A CHILD

Concern will be logged

If concern is significant or one of a catalogue of concerns a referral to Social Care will be made or an EHAT completed.

Parents will be informed of the referral if this will not endanger the child/children

If concern is not severe enough for a referral the parents may be called in to meet with the Designated Safeguarding Person or Deputy, an EHAT may be drawn up, FAM meeting may be called.

Parents may be offered support or referred to another agency.

Flow chart form Local Authority will be followed (See Appendix 2)

16. PROCEDURE - A CONCERN THAT PROFESSIONALS ARE NOT WORKING WELL TOGETHER

(See <http://www.sthelensscb.proceduresonline.com/index.htm> for the Multi Agency Escalation Policy)

If there is a concern that agencies are not working well together and as a result the child is not making good enough progress and is at risk, then the following procedures should be followed.

In most cases the lead professional should be the first contact-if that is not resolved then contact their manager

In cases involving social care, initial discussion should be with the social worker and followed in writing with a copy being sent to the respective team manager and the LSCB Business Manager. If this does not resolve the problem then the team manager should be contacted by telephone and in writing.

If the issue remains unresolved the operational manager should be contacted. If the issue remains a concern the services manager should be contacted. Once a case has been escalated the respective social worker and/or manager should provide a written reply within seven working days to the professional who has initiated the procedure. A copy of all correspondence and outcomes should be sent to the Safeguarding Service Manager.

17. MONITORING AND EVALUATION OF SAFEGUARDING AT THE THREE SAINTS ACADEMY TRUST

All vulnerable children are identified on a matrix of vulnerability. Those requiring specific academic support/intervention are identified on the SEN Provision Map. Both the provision map and matrix of vulnerability are reviewed half-termly and the impact of interventions/support monitored at the senior management team meetings.

18. EVACUATION AND LOCKDOWN

The school has a public address system/radio station. This allows all staff to be notified in emergencies.

The fire alarm system will be triggered in the usual way to signify an evacuation of the school premises. Children and staff will follow fire evacuation procedures as normal.

However, should the need arise; a code word will be used to indicate a lock down situation. All children will be taken into a classroom and kept with the members of staff there, with all windows and doors closed. A practice will take place once a year.

If a different code word is given this means that there is a serious incident with an intruder on the premises, staff will take all children into their classrooms, close all windows and doors, and barricade the door, hiding the children behind their desks etc.

A senior manager will give the instruction when it is safe to move from the classroom. Senior Managers will notify the relevant authorities if necessary.

What school should do if they have concerns about safeguarding practices within the school:
Staff and volunteers should feel able to raise concerns about poor and unsafe practice and potential failures in the school. See Three Saints Academy Trust's Whistleblowing Policy.

19. PROCEDURE - ALLEGATION IS MADE AGAINST A MEMBER OF STAFF

The vast majority of adults who work with children act professionally and provide a safe and supportive environment that secures the wellbeing and very best outcomes for children and young people in their care, however, children can be subjected to abuse by those who work with them in any and every setting.

Some professionals may feel vulnerable to false allegations. The length of time taken to deal with cases, plus the widespread publicity some cases attract can have a very damaging effect on children, the adults involved, their families and their carers. It is in everyone's interests to have a rigorous, fair and timely system for dealing with allegations of abuse.

This part of the guidance is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It should be used in all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school that provides education for children under 18 years of age has:

Behaved in a way that has harmed a child, or may have harmed a child;
Possibly committed a criminal offence against or related to a child; or
Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

On receipt of such an allegation, the Headteacher must contact the Local Authority LADO to seek advice within one working day.

If the allegation concerns the Headteacher the member of staff receiving the allegation will speak to the Chair of Governors or Chief Executive Officer and the LADO.

If the allegations concerns the Chief Executive Officer or Chief Operating Officer the Chair of Directors will be consulted.

The Three Saints Academy Trust has a duty of care to our employees. Our school ensures we provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in school is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegations.

Initial Considerations

The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria, or may do so without warranting

consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements should be followed to resolve cases without delay.

Some rare allegations will be serious that they require immediate intervention by children's social care services and/or police. The Headteacher and Designated Person should be informed of all allegations that come to school's attention and appear to meet the criteria so they can consult police and children's social care services as appropriate.

Advice can be sought from the NSPCC Whistleblowing Helpline: 0800 028 0285

The following definitions should be used when determining the outcome of allegation investigations:

Substantiated: there is sufficient evidence to prove the allegation;

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;

False: there is sufficient evidence to disprove the allegation;

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

Schools may wish to use the additional definition of "**unfounded**"

To reflect cases where there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively they may not have been aware of all the circumstances.

A copy of the Procedure for Managing Allegations Against People Who Work With Children and Young People and some suggestions to help professionals understand the types of allegations that may be dealt with under these procedures is available on the <http://www.sthelensscb.proceduresonline.com/index.htm>. A copy of the referral form is attached at Appendix 10.

Role of the LADO

The LADO works within Children's Safeguarding Unit and should be alerted to all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against children, or related to a child
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

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.

They 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.

Disqualification under the Childcare Act 2006

This duty places additional requirements on schools. At the point that an individual is convicted of, or cautioned for, a criminal offence of a specified type or category, or where they meet other disqualification criteria set out in the regulations, the Act and Regulations disqualify staff from:

- Providing early years childcare or later years childcare to children who have not attained the age of eight, or
- Being directly concerned in the management of that childcare.
- In addition to inclusion on the Children's Barred List, the wider disqualifications criteria include:
 - being cautioned for/or convicted of certain violent and sexual criminal offences against children and adults;
 - grounds relating to the care of children (including where an order is made in respect of a child under the person's care);
 - having registration refused or cancelled in relation to childcare or children's homes or being disqualified from private fostering;
 - living in the same household where another person who is disqualified lives or works (disqualification by "association").

Who is covered by Disqualification under the Childcare Act 2006

Staff and Volunteers - if they are employed or provide childcare in either the early years or later years.

Early years means from birth until the first September following a child's fifth birthday ie up to and including reception age.

Later years means children under the age of 8.

Managers - staff directly concerned in the management of early or later years provision. Schools will need to use their judgement to determine who is covered, but this will include the Principal and also other members of the leadership team and managers or volunteers responsible for the day-to-day management of the provision.

Speech and language therapist and educational psychologists).

Who is it applicable to:

In primary schools, it applies to all staff that are employed in and/or provides early year's childcare. The new guidance now explains that staff not employed directly to provide childcare are not covered by this requirement. This will include caretakers, cleaners, drivers, transport escorts, catering staff and office staff. Volunteers are included if in school on a regular basis. Definition of "regular" taken from "Keeping Children Safe in Education 2015" is at least once a week or more than 3 days in a 30 day period.

Disqualification by association

Staff are required to confirm they are not disqualified to the best of their knowledge (ie whether those they live with have convictions). There is no requirement for staff to go home and ask questions, they simply rely on information they hold at the time the question is asked).

Advice is to be sought from HR Services where this is suspected and in particular in respect of The Rehabilitation of Offenders Act.

What if Someone is Disqualified?

1. OFSTED will be notified within 14 days
2. Staff will be informed that OFSTED have been notified and they should now apply for a Waiver.
3. Consideration will be given as to whether redeployment, working from home, paid leave or suspension is the most appropriate option.

The Three Saints Academy Trust ensures that all staff have had the appropriate checks before commencing employment in the school or volunteer positions and via this policy all staff /volunteers are made aware of the legislation in force.

USEFUL CONTACTS

St Mary & St Thomas CE Primary School

Designated Safeguarding Lead: Linda Smith - 01744 678010/678070

Deputy Designated Safeguarding Leads:

Lyndsey Lewis - 01744 678010/678014

Nicola Shields - 01744 678010/678070

PREVENT SPOC: Linda Smith

LAC Designated Coordinator: Linda Smith

LAC Designated Teacher: Lyndsey Lewis

Operation Encompass SPOCs: Linda Smith and Nicola Shields

Child Protection Governor: Elizabeth Collins

School Nurse: Jo Harris, Irwin Road Clinic - 01744 811592

St Ann's CE Primary School

Designated Safeguarding Person: Laura Rynn - 0151 426 5869

Deputy Designated Safeguarding Person: Diane Edwards - 0151 426 5869

PREVENT SPOC: Laura Rynn

LAC Designated Teacher: Laura Rynn

OPERATION ENCOMPASS SPOCs: Laura Rynn and Diane Edwards

Child Protection Governor: Amy Bradley

School Nurse: Sophie Hayworth, Irwin Road Clinic - 01744 811592

St Helens Contact Centre: 01744 676600

Out of Hours Emergency Duty Team: 08450 500148

St Helens Safeguarding Unit Team of Designated Officers -

Simon Woods 01744 671271

Timba Kanengoni 01744 671246

Damien Fitzsimmons 01744 671252

Jan Dryhurst 01744 671266

Virtual Head for Looked After Children - Nora Arnold - 01744 671617

St Helens Children's Safeguarding Board

01744 673337

www.sthelenslscb.org.uk

Early Help Coordinator: Claire Bowles - 01744 671788

Children Missing in Education: Education Welfare Service - 01744 673356

Police Emergency: 999

Non-Emergency: 101

PAIR - 0151 777 8100

(Partnership Intelligence Automated Reporting Line)

Forced Marriage Unit: 020 7008 0151 (Monday to Friday 9-5pm)

fmufco.gov.uk

Out of hours: 020 7008 1550 (Global Response Centre)

Merseyside Police Channel Team Coordinator - Paul Storey - 0151 777 8328

Merseyside Police Channel Team: 0151 777 8311

National Anti-Terrorist Hotline: 0800 789 321

NSPCC Helpline: 0808 800 5000

NSPCC 24 hour FGM Helpline: 0800 028 3550 - fgmhelp@nspcc.org.uk

NSPCC Whistleblowing Helpline: 0800 028 0285

NSPCC Modern Slavery Helpline: 0800 0121 700

APPENDIX 1

SIGNS AND INDICATORS OF ABUSE IN CHILDREN

The risk indicators described in this appendix are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with Senior Designated Person
- May require consultation with and / or referral to Children's Services

However, it is important to note that the absence of such indicators does not mean that abuse or neglect has not occurred.

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour / attendance at school
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises / injuries with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour

In an abusive situation the child may:

- Appear frightened of the parent/s or other adults or children
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent
- Be misusing substances (alcohol or drugs)
- Have mental health issues that compromise parenting ability
- Persistently refuse to allow access on home visits
- Be a victim or a perpetrator of domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household. Staff should also be aware of the potential for peer on peer abuse.

RECOGNISING PHYSICAL ABUSE

Children will have accidental injuries. All injuries noted by staff should be responded to, regardless of whether the member of staff suspects it is an accidental injury. The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors, urgent treatment centres (e.g. Walk-in centres) and A&E departments
- Reluctance to give information or mention previous injuries
- Absence from school (which may be used to hide injury from professionals)
- Depression and anxiety
- Aggression and violence
- Difficulties with relationships and socialising
- Trying to hide injuries (e.g. under clothing) - reluctance to get changed for PE
- Becoming distant or withdrawn
- Going missing from home
- Not wanting to go home from school

Injuries to children should always be addressed immediately in order to prevent evidence from disappearing. This is particularly pertinent in the case of visible slap / scratch marks.

Injuries caused by Physical Abuse

Bruising

- On the cheeks, ears, palms, arms and feet
- On the back, buttocks, tummy, hips and backs of legs
- Any bruising to a non-mobile child
- Multiple bruising in clusters, usually on the upper arms or outer thighs
- Bruises which look like they have been caused by fingers, a hand or an object (the outline of an object used e.g. belt marks, hand prints or a hair brush)
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times

Burns and Scalds

- Burns on the backs of hands, feet, legs, genitals or buttocks
- Burns which have a clear shape, e.g. a cigarette burn or lineal burns

- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water on his/her own accord will struggle to get out and cause splash marks)

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures. There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

RECOGNISING EMOTIONAL ABUSE

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- Developmental delay - physical, emotional and mental
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or non attachment
- Aggressive / violent behaviour
- Scape-goated within the family
- Problems with relationships and socialising
- Rebellious behaviour
- Low self-esteem and lack of confidence - can manifest as eating disorders or self-harming behaviours
- Withdrawn or seen as a "loner" - difficulty relating to others (self-isolating behaviour or negative impulsive behaviour)

RECOGNISING NEGLECT

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- Poor supervision of child
- Poor hygiene (e.g. dirty or smelly)
- Unwashed / inadequate clothing

- Untreated health problems or frequent missed medical / dental appointments
- Frequent, untreated bouts of head lice
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school / poor punctuality
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Poor school attendance / punctuality
- Withdrawn / isolated
- Problems with relationships and socialising

Within St Helens the Graded Care Profile is used as the recognised tool for the assessment of neglect. Further information regarding this can be found on the St Helens Safeguarding Children Board website.

RECOGNISING SIGNS OF SEXUAL ABUSE

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Risk taking behaviour (during adolescence)
- Promiscuous behaviour
- Aggressive behaviour
- Withdrawn or isolated
- Unexplained gifts, toys or favours
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)
- Pain or itching of genital area
- Blood on underclothes
- Bed wetting or soiling
- Sleep problems
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted infections, presence of semen on vagina, anus, external genitalia or clothing

The Brook Sexual Behaviours Traffic Light Tool is available for professionals who work with children to help identify, assess and respond appropriately to sexual behaviours

OTHER IMPORTANT AREAS TO NOTE:

RECOGNISING CHILD SEXUAL EXPLOITATION (part of Sexual Abuse)

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

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts, or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- unknown adults collecting the children from school
- having older boyfriends or girlfriends
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- repeat absences / truancy from school (e.g. same time of day, same day each week, etc.)
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- frequent missing from home episodes
- getting involved in crime, police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault

SEXTING / YOUTH PRODUCED SEXUAL IMAGERY (part of Sexual Abuse)

Whilst professionals refer to the issue as "sexting" there is no clear definition of "sexting". Many professionals consider sexting to be "sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet" yet when young people are asked "What does sexting mean to you?" they are more likely to interpret sexting as "writing and sharing explicit

messages with people they know". Similarly, many parents think of sexting as flirty or sexual text messages rather than images. "Youth produced sexual imagery" best describes the practice because:

- "Youth produced" includes young people sharing images that they, or another young person, have created of themselves
- "Sexual" is clearer than "indecent". A judgement of whether something is 'decent' is both a value judgement and dependent on context
- "Imagery" covers both still photos and moving videos

Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management.

The Law

Making, possessing and distributing any imagery of someone under 18 which is "indecent" is illegal. This includes imagery of yourself if you are under 18. Specifically:

- It is an offence to possess, distribute, show and make indecent images of children.
- The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.
- The types of incidents which this covers are:
 - A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
 - A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
 - A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

This does not cover:

- The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police
- Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery

This does mean that young people are breaking the law by sharing such images, however whilst young people creating and sharing sexual imagery can be very risky, it is often the result of young people's natural curiosity about sex and their exploration of relationships. Often, young people need education, support or safeguarding, not criminalisation.

Whilst it is recognised that the production of such imagery is likely to take place outside of school, issues often manifest in school. As a result it is expected that:

- All members of staff should be able to recognise and refer any disclosures of incidents of this nature

- All incidents of youth produced sexual imagery should be dealt with as safeguarding concerns and school safeguarding procedures should be followed
- Adults should not view youth produced sexual imagery unless there is good and clear reason to do so

If staff have any concerns re: sexting or any disclosures are made, they should always follow the school's safeguarding procedures and refer to the SDL/DDL. They should never view any images themselves.

The decision to view imagery should be based on the professional judgement of the SDL and should always comply with the child protection policy and procedures of the school or college. Imagery should never be viewed if the act of viewing will cause significant distress or harm to the pupil. If a decision is made to view imagery the SDL would need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a pupil has presented an image directly to a staff member or the imagery has been found on a school device or network

If it is necessary to view the imagery then the SDL should:

- Never copy, print or share the imagery; this is illegal
- Discuss the decision with the Head teacher
- Ensure viewing is undertaken by the SDP or another member of the safeguarding team with delegated authority from the Head teacher
- Ensure viewing takes place with another member of staff present in the room, ideally the Head teacher or a member of the senior leadership team. This staff member does not need to view the images
- Wherever possible ensure viewing takes place on school or college premises, ideally in the Head teacher or a member of the senior leadership team's office
- Ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery
- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions. Ensure this is signed and dated and meets the wider standards set out by Ofsted for recording safeguarding incidents

RECOGNISING FORCED MARRIAGE AND HONOUR BASED ABUSE

Forced Marriage (FM)

A Forced Marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

Forced Marriage is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours.

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 the person's wages or not giving them any money) can also be a factor.

Often those about to be forced into marriage can't talk about what's happening to them because of the emotional pressure they are under from family. If there are suspicions regarding Forced Marriage following talking to the child, it is essential that school takes action without delay. (In cases of forced marriage, involving the family and the community may increase the risk of significant harm to the child or young person. The family may deny that the child or young person is being forced to marry and they may expedite any travel arrangements and bring forward the marriage.) If there are concerns that a child is at risk of FM school should contact the Forced Marriage Unit helpline for advice on 0207 008 0151.

Honour Based Abuse (HBA)

Honour based abuse is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. The terms "honour crime" or "honour-based abuse" or "izzat" embrace a variety of crimes of violence (mainly but not exclusively against women), including assault, 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 is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

In disobeying this correct code of behaviour, the person shows that they have not been properly controlled to conform by their family and this is to the "shame" or "dishonour" of the family. 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; HBA can be a trigger for a Forced Marriage.

INDICATORS OF FM OR HBA

- 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
- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement to a stranger
- Prevented from going on to further / higher education
- Accompanied to doctors or clinics by family members
- Self-harm / attempted suicide / depression / isolation
- Running away from home
- Eating disorders
- Substance misuse
- Siblings forced to marry / early marriage of siblings
- Self-harm or suicide of siblings
- Death of a parent
- Family disputes

If there are suspicions regarding Forced Marriage or Honour Based Abuse following talking to the child, it is essential that school takes action without delay. In cases of Forced Marriage and Honour Based Abuse, involving the family and the community may increase the risk of significant harm to the child or young person. If there are concerns that a child is at risk of FM school should contact the Forced Marriage Unit helpline for advice on 0207 008 0151 or in either case contact 999 if the situation is deemed to be an emergency.

RECOGNISING FEMALE GENITAL MUTILATION (FGM)

Female Genital Mutilation (FGM) involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003.

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. FGM is internationally recognised as a violation of human rights of girls and women. There are 4 types of procedure:

- Type 1, Clitoridectomy - partial/total removal of clitoris
- Type 2, Excision - partial/total removal of clitoris and labia minora
- Type 3, Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4, all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

It is carried out because there is a belief that:

- FGM brings status/respect to the girl - social acceptance for marriage
- It preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement / perpetuates a custom or tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- It is mistakenly believed to make child birth easier

Indicators that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the "at risk" communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistani, Indonesian and Pakistani)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be "cut" or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to stand, sit or walk. Looking uncomfortable when undertaking these activities
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infections
- Disclosure

Mandatory Reporting of FGM

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

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

RECOGNISING VULNERABILITIES TO EXTREMISM AND RADICALISATION

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:

"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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas"

Extremism is defined by the Crown Prosecution Service as:

"The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK"

There is no such thing as a "typical extremist"; those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis - the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis - the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances - migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations - the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality - which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

- Special Educational Need - students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

This list however is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

If there are suspicions regarding radicalisation or extremism, it is essential that schools take action without delay. If there are concerns that a child is at risk of radicalisation, or is voicing concerning opinions or attitudes, staff should contact the school lead (SPOC) for Prevent without delay. The school lead will then risk assess the information and make contact with and take advice from the appropriate agencies.

PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF SINGLE POINT OF CONTACT (SPOC)

- Ensuring that school staff are aware of the role of the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of schools in the Three Saints Academy Trust in relation to protecting pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable pupils into the Prevent / Channel* process;
- Attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Merseyside Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

CHILDREN MISSING EDUCATION (CME)

Children Missing Education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Maintained schools have a safeguarding duty in respect of their pupils, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their pupils. When a child is deemed to be missing from education, Schools must make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register. Once these enquiries have been undertaken, the local protocol for Children Missing Education must be followed.

Pupils at particular risk of CME:

- Pupils at risk of harm/neglect
- Children may be missing from education because they are suffering from abuse or neglect. Where this is suspected school should follow the local child protection procedures
- Children of Gypsy, Roma and Traveller (GRT) families
- Research has shown that many children from these families can become disengaged from education, particularly during the secondary school phase. It is therefore important that schools inform the local authority when a GRT pupil leaves the school without identifying a new destination school, particularly in the transition from primary to secondary so that they can attempt to facilitate continuity of the child's education
- Children of Service Personnel
- Families of members of the Armed Forces are likely to move frequently - both in the UK and overseas and often at short notice
- Missing children and runaways
- Children who go missing or run away from home or care may be in serious danger and are vulnerable to crime, sexual exploitation or abduction as well as missing education
- Children and young people supervised by the Youth Justice System
- Children who have offended or are at risk of doing so are also at risk of disengaging from education
- Children who cease to attend a school

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

- Children of new migrant families

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