

# Prenton Preparatory School

## Safeguarding Policy and Procedure

This policy was adopted by the Governing Body on 3<sup>rd</sup> September 2021

This policy is due for review on 15<sup>th</sup> July 2022



## Key Contacts:

Role:	Name/ Details:	Contact:
Designated Safeguarding Lead	Mr. M. T. R. Jones	0151 652 3182 (Mon – Fri: 9am – 5pm) 07733 223879 (out of hours) <a href="mailto:headteacher@prentonprep.co.uk">headteacher@prentonprep.co.uk</a>
Deputy Designated Safeguarding Lead	Miss J. Orme	0151 652 3182 <a href="mailto:jorme_prentonprep@outlook.com">jorme_prentonprep@outlook.com</a>
Nominated Proprietor for Safeguarding / Child Protection	Mrs. N. Aloé	0151 652 3182 <a href="mailto:enquiry@prentonprep.co.uk">enquiry@prentonprep.co.uk</a>
Local Authority Designated Officer (LADO)	Pamela Cope	07504 738266 / 0151 666 4442 <a href="mailto:pamelacope@wirral.gov.uk">pamelacope@wirral.gov.uk</a> or <a href="mailto:safeguardingunit@wirral.gov.uk">safeguardingunit@wirral.gov.uk</a>
Head of Service Quality & Safeguarding Children	Joe Banham	0151 666 4371
Prevent Co-ordinator	Alison Burnett	07394559106 <a href="mailto:Alison.Burnett@Liverpool.gov.uk">Alison.Burnett@Liverpool.gov.uk</a>
Prevent Team Merseyside Police	Prevent Team	0151 777 8125 <a href="mailto:msoc.prevent@merseysidepolice.uk">msoc.prevent@merseysidepolice.uk</a>
Director of Children’s Services	Simone White	0151 606 2000
Integrated Front Door	Mon-Fri, 9am – 5pm out of hours	0151 606 2008 <a href="mailto:ifd@wirral.gov.uk">ifd@wirral.gov.uk</a> 0151 677 6557
Police	In an emergency For non-emergency but possible crime	999 101

## School Record of Safeguarding Training:

Type of Training:	Date completed:	Next due date:
Senior Designated Safeguarding Lead (DSL) (Due every 2 years)	November 2019	November 2021
Deputy Senior DSL (Due every 2 years)	November 2019	November 2021
Governor Training (equivalent to DSL)	November 2019	November 2021
Whole School Staff Refresher/updates (Annual)	September 2021	September 2022
Whole School Safeguarding Training (Due every three years)	September 2019	September 2022
Safer Recruitment Training (Due every 5 years)	June 2019	June 2024
DSL Prevent Training Update (for DSLs to disseminate to ALL staff)	September 2021	September 2022

# Contents:

<b>Safeguarding Policy:</b>		<b>Pg.</b>
<b>1</b>	Introduction	4
<b>2</b>	Our Ethos	4
<b>3</b>	Scope	4
<b>4</b>	Legal Framework	4
<b>5</b>	COVID-19 / Roles and Responsibilities	5
<b>6</b>	Supporting Children	7
<b>7</b>	Safeguarding Procedure	8
<b>8</b>	Dealing with a Disclosure / Record Keeping	9
<b>9</b>	Discussing Concerns with the Family	9
<b>10</b>	Safer Workforce and Managing Allegations	10
<b>11</b>	Staff induction, training and development	11
<b>12</b>	Confidentiality, consent and information sharing	12
<b>13</b>	Inter-agency working	13
<b>14</b>	Contractors, Service and Activity Providers and Work Placement Providers	13
<b>15</b>	Whistleblowing and complaints	13
<b>16</b>	Site Security	13
<b>17</b>	Quality Assurance	14
<b>18</b>	Policy Review	14
<b>Appendices</b>		
<b>A1</b>	Designated People and Their Duties	15
<b>A2</b>	Child Protection Policy	17
<b>A3</b>	Complaints Policy	30
<b>A4</b>	Safer Recruitment Policy	33
<b>A5</b>	WSCP 7 Minute Briefings and Further Guidance	39
<b>A6</b>	Wirral Council Private Fostering Procedure	41
<b>A7</b>	Supporting Families Enhancing Futures (SFEF)	50
<b>A8</b>	Single Central Record (SCR) Guidance	52

# **Safeguarding Policy:**

## **1. INTRODUCTION:**

It is essential that **everybody** working in a school or college understands their safeguarding responsibilities. Everyone who comes into contact with children and families has a role to play ensuring children and young people are safe from abuse, neglect exploitation and harm. Our school is committed to safeguarding children and aims to create a culture of vigilance. All staff should make sure that any decisions made are **in the best interests of the child**.

Our pupils' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or where significant harm is suggested.

(<https://www.wirralsafeguarding.co.uk/procedures/1-2-recognition-significant-harm/>)

Our school is a community and all those directly connected, staff members, proprietors, parents, families and pupils, have an essential role to play in making it safe and secure for all.

This procedure document provides the basis for good practice within the school for Safeguarding work. It should be read in conjunction with the Wirral Safeguarding Partnership safeguarding Policies and Procedures (<https://www.wirralsafeguarding.co.uk/procedures/>), plus the safeguarding appendix document. These are in keeping with relevant national procedures and reflect what the partnership considers to be safe and professional practice in this context.

## **2 OUR ETHOS:**

- 2.1 We believe that this school should provide a caring, positive, safe and stimulating environment that promotes the social, physical, spiritual and moral development of the individual child; enabling all children to thrive.
- 2.2 We recognise the importance of providing an environment within our school that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to. We recognise that both mental and physical health are relevant to safeguarding and the welfare of children
- 2.3 We recognise that all adults within the school, including permanent, supply staff, temporary staff, volunteers, parents and proprietors, have a full and active part to play in protecting our pupils from harm.
- 2.4 We will work pro-actively with parents to build a solid understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

## **3 SCOPE**

- 3.1 In line with the law, this policy defines a child as anyone under the age of 18 years but in the case of SEN it is up to 25 years of age.
- 3.2 This policy applies to all members of staff in our school, including all permanent, temporary and support staff, proprietors, volunteers, contractors and external service or activity providers.
- 3.3 This policy applies to all learners in this school.

## **4 THE LEGAL FRAMEWORK**

- 4.1 Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.

- 4.2 Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to co-operate with the local authority to improve the well-being of children in the local authority area.
- 4.3 Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a school or further education institution to supply information in order to perform its functions. This must be complied with.
- 4.4 This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

*Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, July 2018:*

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

*Keeping Children Safe in Education (KCSiE): Statutory Guidance for Schools and Colleges, September 2021*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007260/Keeping\\_children\\_safe\\_in\\_education\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007260/Keeping_children_safe_in_education_2021.pdf)

**All procedures can be found on the Wirral Safeguarding Children Partnership website:**

<https://www.wirralsafeguarding.co.uk/procedures/>

## **5 COVID-19 / ROLES AND RESPONSIBILITIES**

- 5.1 Keeping Children Safe in Education (KCSiE) remained in force throughout the response to coronavirus (COVID-19).

The Department of Education issued non-statutory interim guidance on [safeguarding in schools, colleges and other providers during the coronavirus outbreak](#). This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads to continue to have appropriate regard to KCSiE and keep their children safe. It suggested where schools and colleges might consider safeguarding policy and process differently when compared to business as usual.

- 5.2 The school's Designated Safeguarding Lead (DSL) with overall designated responsibility for safeguarding is Mr. M. T. R. Jones (Headteacher). We have a deputy designated safeguarding lead, Miss J. Orme to ensure there is appropriate cover for this role at all times. The responsibilities of a Designated Safeguarding Lead are described in Appendix 1.

The Designated Safeguarding Lead is on our school's leadership team and their role of Designated Safeguarding Lead (and the deputy) will be explicit in their job description. This person has the appropriate authority and is given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and Safeguarding matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. (KCSiE, 2021).

- 5.3 The school has a nominated proprietor, Mrs. N. M. Aloé, responsible for safeguarding to champion good practice, to liaise with the head teacher and to provide information and reports to the proprietorial body.
- 5.4 The case manager for dealing with allegations of abuse made against school staff members is the Headteacher. The case manager for dealing with allegations against the Headteacher is the nominated proprietor, Mrs. N. M. Aloé. The procedure for managing allegations is detailed in the Child Protection and Complaints Policies Appendices 2 and 3.
- 5.5 The Headteacher and Proprietor will ensure that the policies and procedures adopted by the proprietorial body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities. All staff and other adults are clear

about procedures where they are concerned about the safety of a child, including if children go missing from school

- 5.6 The proprietorial body is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.
- 5.7 All staff members, proprietors, volunteers and external providers know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child. They are aware that behaviours and physical signs linked to behaviours that put children in danger. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. Safeguarding issues can manifest themselves via peer on peer abuse. This may include, but not limited to: bullying (including cyber bullying), gender based violence/sexual harassment, sexual violence and assaults, harmful sexual behaviour and sexting. Staff should recognise that children are capable of abusing their peers. (See 7-minute Briefings in Appendix 5)
- 5.8 Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing DfE guidance situates sexual violence, sexual harassment and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. Advice about tackling and reporting sexual harassment in schools and colleges from Sept 2021 is here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/999239/SVSH\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf)

It should be recognised that these issues are likely to occur, and so schools should have procedures in place to deal with them. Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, Transgender+ (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND. Pupils are protected from 'upskirting', bullying, homophobic, biphobic and transphobic behaviour, racism, sexism, and other forms of discrimination.

Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the above incidents.

The appropriate safeguarding lead person should be familiar with the full guidance from the UK Council for Internet Safety (UKCIS), Sharing nudes and semi-nudes: advice for education settings working with children and young people.

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

It is important that schools record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it. For more guidance go to:

[Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf) – from September 2021

The guidance covers what sexual violence and harassment is, schools' and colleges' legal responsibilities, a whole school or college approach to safeguarding and child protection and how to respond to reports of sexual violence and sexual harassment

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with your setting's child protection policies. Victims of harm should be supported by the school's pastoral system.

A bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals that need support and guidance. If you are concerned about

something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

- 5.9 There is a policy regarding the use of mobile phones, cameras and other digital recording devices e.g. iPads. For online safety, there is within the policy support about children accessing the internet whilst they're at school using data on their phones (3G or 4G networks).

There is a policy for remote learning that demonstrates an understanding of how to follow safeguarding procedures when planning remote education strategies and teaching remotely during the coronavirus (COVID-19) outbreak. (All IT policies are located on the school server electronically and in a file in the School Office, they are available to parents by request).

[Remote education good practice - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Safeguarding and remote education during coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Review your remote education provision - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

## 6 SUPPORTING CHILDREN

- 6.1 We recognise that children who are abused or witness violence (e.g. Domestic Abuse) are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. <https://www.gov.uk/guidance/domestic-abuse-how-to-get-help> They may feel helpless, humiliated and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

- 6.2 We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

- 6.3 Our school will support all pupils by:

- ensuring the content of the curriculum includes social and emotional aspects of learning; Through PSHE and other curriculum contexts, pupils are encouraged to talk about feelings and deal assertively with pressures, are listened to, and know to whom they can turn to for help and advice;
- providing pupils with a range of appropriate adults to approach if they are in difficulties; and ensuring that pupils are taught about safeguarding so that they 'recognise when they are at risk and how to get help when they need it'
- supporting the child's development in ways that will foster security, confidence and independence and encourage the development of self-esteem and self-assertiveness while not condoning aggression or bullying; (The anti-bullying policy is located
- ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly; plus Relationship and Sexual Health Education (RSHE) requirements.
- liaising and working together with other support services and those agencies involved in on the school website and server electronically and in a file in the School Office, it is available to parents on request).safeguarding children; including domestic abuse  
<https://www.gov.uk/government/consultations/domestic-abuse-act-statutory-guidance>
- ensuring that the curriculum will help children stay safe, recognise when they do not feel safe and identify who they might or can talk to and will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including, sexual harassment, peep-on-peer abuse, 'sexting' and the displaying of 'Harmful Sexualised Behaviour';  
<https://www.csacentre.org.uk/resources/key-messages/harmful-sexual-behaviour/>
- having a behaviour policy that is aimed at supporting vulnerable pupils in the school. The school will ensure that each pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred; (The behaviour policy is located on the school website and server electronically and in a file in the School Office, it is available to parents on request).
- the behaviour policy outlines measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying
- Clear procedures are in place for addressing and minimising the risk of peer-on-peer abuse, including sexual violence and sexual harassment - these procedures are easily understood and easily accessible

- acknowledging the importance of ‘contextual safeguarding’, <https://contextualsafeguarding.org.uk/> which considers wider environmental factors in a pupil’s life that may be a threat to their safety and/or welfare. ([Working together to safeguard children July 2018](#) and [KCSIE September 2021](#)).
- liaising with a range of Early Help agencies that support the pupil such as Health Services, Wirral Social Care, Child and Adolescent Mental Health Services, Education Welfare Services, Special Educational Support Services, Youth Services and the Educational Psychology Service.  
<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>
- ensuring that, when a pupil who is the subject of a Child Protection (CP) Plan leaves, their information is transferred to the new school within two weeks and that the child’s Social Worker is informed that the child has moved;
- After 20 days absence if a child has moved and the new school is unknown the school will post details on the ‘Pupil to Pupil’ register;
- alert the authority if it is aware of any child being looked after under a Private Fostering arrangement. On admission to school, and at other times, the school will be vigilant in identifying any private fostering arrangement. (See Appendix 6)
- acknowledging that a child that is looked after (CLA) or has been previously looked after by the Local Authority potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep CLA and previously looked after children safe. It is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group;
- applying disciplinary measures such as restraint or isolation in response to incidents involving children with special educational needs and disabilities (SEND), by considering the risks carefully, given the additional vulnerability of the group;
- recognising that to safeguard a pupil, it may be necessary to use restraint and yet restraint is likely to impact on the well-being of the child. By planning positive and proactive behaviour support, schools and colleges can reduce the occurrence of risky behaviour and the need to use restraint. Guidance is available here:  
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

## **7 SAFEGUARDING PROCEDURE**

- 7.1 We have developed a structured procedure in line with *Wirral Safeguarding Children Partnership* which will be followed by all members of the school community in cases of suspected abuse. This is detailed in Appendices 2 (Child Protection Policy) and 5 (WSCP Further Guidance).
- 7.2 In line with the procedures, the Integrated Front Door will be contacted as soon as there is a significant concern (0151 606 2008 / [ifd@wirral.gov.uk](mailto:ifd@wirral.gov.uk))
- 7.3 The name of the Designated Safeguarding Lead is be clearly advertised in the school and on the website, with a statement explaining the school’s role in referring and monitoring cases of suspected abuse.
- 7.4 We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on our website and by referring to them in our introductory school materials.
- 7.5 We will use the NSPCC – [When to call the police](#) to help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

## 8 DEALING WITH A DISCLOSURE MADE BY A CHILD – ADVICE FOR ALL MEMBERS OF STAFF

### 8.1 *If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance:*

**Receive** - Listen actively, open body language, accept, non-judgmental. Use TED (tell, explain, describe)

**Reassure** - 'You've done the right thing by coming to me', re-assure child that you have listened and hear what they are saying; don't promise what can't be delivered

**Respond** - Tell what you are going to do and do it. Ensure child is ok before leaving

**Report** - As soon as possible, to the Designated Senior Lead (DSL) in school

**Record** - Vital – facts, no opinions – When? Where? Who? What?

**Review** – Take responsibility to follow up any referral with a DSL

In addition:

- Inform the Designated Safeguarding Lead without delay and follow safeguarding process.
- Complete the Safeguarding incident/welfare concern form and pass it to the DSL.

*Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.*

Further information about what to do if you are worried that a child is being abused is available here in advice for practitioners:

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

## RECORD KEEPING

8.2 All concerns, discussions and decisions made and the reasons for those decisions **must** be recorded in writing (signed and dated). Supporting Families, Enhancing Future model (SFEF) to be used to capture the child's voice and their daily lived experience.

8.3 We will continue to support any pupil leaving the school about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, is forwarded under confidential cover to the pupil's new school as a matter of priority.

8.4 School has at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home in order to reduce the risk of not making contact with family members where welfare and/or safeguarding concerns are identified. (Keeping Children Safe in Education 2021)

## 9. DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD – ADVICE FOR THE DESIGNATED SAFEGUARDING LEAD (DSL)

9.1 In general, you should always discuss any concerns the school may have with the child's parents. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.

- 9.2 If you make a decision not to discuss your concerns with the child's parents or carers, this must be recorded in the child's Safeguarding file with a full explanation for your decision.
- 9.3 It is important to record and consider the child's wishes and feelings, as part of planning what action to take in relation to concerns about their welfare. Capturing the lived experience of the child is paramount to ensure that actions remain child-centred (See Appendix 7 – Supporting Families Enhancing Futures - SFEF) model to capture the child's lived experience and their own words when possible.
- 9.4 When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a SEND child may need support in communicating.
- 9.5 How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from the Integrated Front Door or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.
- 9.6 If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.
- 9.7 It is expected that you discuss your concerns with the parents and seek their agreement to making a referral to the Integrated Front Door, unless you consider that this would place the child at increased risk of significant harm.
- 9.8 You do not need the parents' consent to make a referral if you consider the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral. If parents refuse to give consent to a referral but you decide to continue, you need to make this clear to the Integrated Front Door ([IFD@wirral.gov.uk](mailto:IFD@wirral.gov.uk) / 0151 606 2008).
- 9.9 If you decide to refer the child without the parents' consent, make sure to record this with a full explanation of your decision.
- 9.10 When you make your referral, you should agree with the Integrated Front Door what the child and parents will be told, by whom and when.

**MAKING A REFERRAL** - If a child or young person is at risk of harm, abuse or neglect please report it to the **Integrated Front Door**

**Mon-Fri, 9:00am – 5.00pm Tel: 0151 606 2008**

**Outside of these hours Tel: 0151 677 6557**

**Email: [IFD@wirral.gov.uk](mailto:IFD@wirral.gov.uk)**

In an emergency always call police on 999.

If you think there has been a crime but it is not an emergency call 101.

**The new online Request for Services referral form can be accessed here:**

[https://wirral-self.achieveservice.com/service/Children\\_and\\_families\\_request\\_for\\_support\\_form](https://wirral-self.achieveservice.com/service/Children_and_families_request_for_support_form)

**10 SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS** (This procedure is detailed in Appendix 4 Safer Recruitment and Appendices 2 & 3 Child Protection and Complaints Policies)

10.1 We will prevent people who pose risks to children from working in our school by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks in line with [Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2021](#). In addition to obtaining the DBS certificate described, anyone who is appointed

to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

A check of any prohibition can be carried out using the Teacher Services' system that may be found here: <https://teacherservices.education.gov.uk/> (January 2018)

Prohibition orders are described in the National College for Teaching and Leadership's (NCTL) publication Teacher misconduct: the prohibition of teachers. It can be found here:

<https://www.gov.uk/government/publications/teacher-misconduct-the-prohibition-of-teachers--3>

- 10.2 We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our school. See Appendix 8, for information on Single Central Record (SCR). The single central record must cover the following people: all staff, including teacher trainees on salaried routes, agency and third-party and supply staff who work at the school. The Single Central Record is located electronically on the Headteacher's computer with a hard copy locked in the Headteacher's Office.
- 10.3 Every job description and person specification, and job advertisement will have a clear statement about the safeguarding responsibilities of the post holder. The school website will echo this within our "meet the team" section.
- 10.4 We will ensure that at least one member of every interview panel has completed safer recruitment training within the last 5 years. Currently three members of staff have completed this training.
- 10.5 We have a procedure in place to manage allegations against members of staff, supply staff and volunteers (and to respond to low level concerns) in line with WSCP procedures here: [allegations against staff procedure](#). We will communicate with Local Authority Designated Officer (LADO), through consultations and referrals when needed.
- 10.6 Supply teachers – we will consider all allegations against an individual not directly employed by, where disciplinary procedures do not fully apply, (for example, supply teachers provided by an employment agency) and ensure allegations are dealt with properly and communication with supply agency and Local Authority Designated Officer (LADO) is continued throughout the investigation.
- 10.7 There is an agreed Staff Code of Conduct which is compliant with 'Safer Working Practices', and includes – acceptable use of technologies, staff/pupil relationships and communications including the use of social media. (The Staff Code of Conduct is located on the school server electronically and in a file in the School Office, it is available to parents on request).
- 10.8. For agency and third party supply staff, schools and colleges must also include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, and the date that confirmation was received and whether any enhanced DBS certificate check has been provided in respect of the member of staff.

**Further Guidance can be accessed:**

<https://c-cluster-110.uploads.documents.cimpress.io/v1/uploads/13ecce28-e8f2-49e9-83c6-c29337cd8071~110/original?tenant=vbu-digital>

## **11 STAFF INDUCTION, TRAINING AND DEVELOPMENT**

- 11.1 All new members of staff, including newly-qualified teachers and teaching assistants, will be given induction that includes basic safeguarding training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the safeguarding policy, staff code of conduct, Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, Part One, and other related policies. There are mechanisms in place, such as safeguarding updates, to assist staff to understand and discharge their role and responsibilities as set out in Part one of

Keeping Children Safe in Education. Staff should also read, "[Working Together to Safeguard Children](#)." July 2018

- 11.2 The induction will be proportionate to staff members' roles and responsibilities
  - 11.3 All Designated Safeguarding Leads (DSLs) will undergo updated DSL safeguarding training every two years. DSL's should undertake Prevent awareness training and disseminate the training to all staff
  - 11.4 All staff members of the school will undergo face to face training (whole-school training) which is regularly updated and at least every three years. **All governors must undergo governor specific awareness training at least every two years – this is to be decided by the school / setting.** All staff will have access to WSCP multi-agency safeguarding training and e-learning.  
<https://www.wirralsafeguarding.co.uk/training/>
  - 11.5 Staff members who miss the whole-school training will be required to undertake other relevant training to make up for it, e.g. by joining another school's whole-school training, booking onto whole-school training mop-up sessions. To book mop up sessions visit safeguarding partnership website:  
<https://www.wirralsafeguarding.co.uk/safeguarding-training-for-schools/>
  - 11.6 The nominated proprietor for safeguarding will undergo training prior to or soon after appointment to the role; this training will be updated every two years.
  - 11.7 We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate safeguarding training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.
  - 11.8 The Designated Safeguarding Lead will provide briefings to the school on any changes to safeguarding legislation and procedures and relevant learning from Safeguarding Practice Reviews (CSPR's) in line with Working Together 2018. These will occur annually or more frequently when necessary.  
<https://www.wirralsafeguarding.co.uk/professionals/serious-case-reviews/>
  - 11.9 The school will maintain accurate and up to date records of staff induction and training.
- 12 CONFIDENTIALITY, CONSENT AND INFORMATION SHARING**
- 12.1 We recognise that all matters relating to Safeguarding are confidential.
  - 12.2 The head teacher or the Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need-to-know basis only
  - 12.3 All staff members must be aware that they cannot promise a child to keep key information a secret or to themselves which might compromise the child's safety or well-being.
  - 12.4 All staff members have a professional responsibility to share information with other agencies in order to safeguard children.
  - 12.5 All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.
  - 12.6 We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.
  - 12.7 Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard

to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children. (KCSIE 2021)

### **13 INTER-AGENCY WORKING**

- 13.1 We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Social Care. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. For more information on Early Help click: <https://www.wirralsafeguarding.co.uk/professionals/what-is-early-help/>
- 13.2 We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children
- 13.3 We will participate in Child Safeguarding Practice Reviews (CSPR's), other reviews and file audits as and when required to do so by the Wirral Safeguarding Children Partnership. We will ensure that we have a clear process for gathering the evidence required for reviews and audits and embed recommendations into practice and compile required actions within agreed timescales.

### **14 CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK PLACEMENT PROVIDERS**

- 14.1 We will ensure that contractors and providers are aware of our school's safeguarding policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.
- 14.2 We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding checks in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, 2021*. If assurance is not obtained, permission to work with our children or use our school premises may be refused.
- 14.3 When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

### **15 WHISTLE-BLOWING AND COMPLAINTS**

- 15.1 We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so. The school / College Whistle Blowing policy is located within the Staff Code of Conduct (see above).

Whistleblowing guidance and code of practice for employers is located:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/415175/bis-15-200-whistleblowing-guidance-for-employers-and-code-of-practice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/415175/bis-15-200-whistleblowing-guidance-for-employers-and-code-of-practice.pdf)

(March 2015)

Whistleblowing Advice Line is available for all workers – 0800 028 0285  
or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

- 15.2 We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of Safeguarding, which does include the attitude or actions of colleagues. If necessary, they will speak with the head teacher, the chair of the governing body or with the Local Authority Designated Officer (LADO).
- 15.3 We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.
- 15.4 We will actively seek the views of children, parents and carers and staff members on our Safeguarding arrangements through surveys, questionnaires and other means.

### **16 SITE SECURITY**

- 16.1 All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.

- 16.2 We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance. (The visitor policy is located on the school server electronically and in a file in the School Office, it is available to parents on request).
- 16.3 The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

## 17 QUALITY ASSURANCE

- 17.1 We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures.
- 17.2 We will complete an audit of the school's safeguarding arrangements at frequencies specified by the Wirral Safeguarding Children Partnership and using the Section 175 online audit tool provided by them for this purpose. More information including how to register for the audit: <https://www.wirral safeguarding.co.uk/professionals/section-11-175-audit/>
- 17.3 The school's senior management and the proprietorial body will ensure that action is taken to remedy any deficiencies and weaknesses identified in child protection arrangements without delay.

## 18 POLICY REVIEW

- 18.1 This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle
- 18.2 The Designated Safeguarding Lead will ensure that staff members, including volunteers and sessional workers are made aware of any amendments to policies and procedures
- 18.3 Additional updates to the safeguarding policy and appendices will take place when needed

Updated Policy Date:	Scheduled review by WSCP
13/08/2021	13/06/2022

This Policy should be read in conjunction with:

- the PPS Child Protection Policy (Appendix 2),
- the Whole School Complaints Policy (Appendix 3) and
- the PPS Safer Recruitment Policy (Appendix 4)

for more specific school procedures.

Other linked policies:

- Relationships & Sex Education Policy
- Anti-Bullying Policy
- Anti-Cyber-Bullying Policy
- E-Safety Policy & Code of Conduct

# Appendix 1

## **DESIGNATED PEOPLE and THEIR ROLES**

The School has a Designated Safeguarding Lead (DSL), the Headteacher, Mr. M. T. R. Jones, in charge of safeguarding who has been trained appropriately (inter-agency training agreed with the Local Safeguarding Children Board – WSCP). This training is updated at least every two years and a record of this training is kept on file.

The DSL is responsible for ensuring that all cases of suspected or actual problems associated with child protection are investigated and dealt with. The designated person will ensure that he/she is aware of the latest national and local guidance and requirements and will keep the Proprietors, staff and volunteers informed as appropriate

The DSL will ensure that the appropriate training of all staff, academic and non-academic, and volunteers is organised whenever new staff join the school as part of their induction, and is updated at least every 3 years.

The DSL will co-ordinate action in the school, refer and liaise with Social Services and other agencies over suspected or actual cases of child abuse within 24 hours of a disclosure or suspicion of abuse. They will then work in full co-operation with the relevant authorities.

In the event that the DSL is not available the School has a Deputy DSL, Miss J. Orme, who has also been trained appropriately to the same level as the DSL. Mrs. N. M. Aloé is the proprietor in charge of safeguarding and has also been trained appropriately to the same level as the DSL. This training is updated at least every two years and a record of this training is kept on file.

### **The broad areas of responsibility for the designated safeguarding lead, DSL, are:**

#### **Managing referrals**

Refer all cases of suspected abuse to:

- The local authority children's social care;
- The local authority designated officer (LADO) for child protection concerns (all cases which concern a staff member);
- Disclosure and Barring Service (cases where a person is dismissed or leaves due to risk / harm to a child); and / or
- Police (cases where a crime may have been committed).

To liaise with the proprietors to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

#### **Training**

The designated safeguarding lead receives appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

#### **Raising Awareness**

- The designated safeguarding lead ensures that the school's policies are known and used appropriately;
- The designated safeguarding lead ensures that the school's safeguarding & child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and works with the proprietors regarding this (who sign off the updated policy annually);

- The designated safeguarding lead ensures that the school's safeguarding & child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- The designated safeguarding lead links with the WSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- Where children leave the school the designated safeguarding lead ensures their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file;

**Further Responsibilities:**

- be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

These responsibilities form part of the DSL's job description.

The Deputy DSL, Miss. J. Orme, has responsibility for all these areas should the DSL be unavailable. These responsibilities, therefore, also form part of her job description.

The proprietor with responsibility for safeguarding, Mrs. N. M. Aloé, has the responsibility to work alongside the DSL to ensure the implementation of the school's safeguarding policy and procedures. They will also report any safeguarding issues to the proprietorial body and sign off the safeguarding policy annually.

# Appendix 2

## PRENTON PREPARATORY SCHOOL CHILD PROTECTION POLICY

### 1. Aims

Our aim is to provide an environment where our pupils can feel totally comfortable and thrive. Staff (meaning everyone who comes into contact with the pupils) therefore need to be able to identify any child who is at risk and to ensure that the correct procedures are followed by both teaching and non-teaching staff.

The school will safeguard and promote the welfare of children who are pupils in the school in compliance with DCSF Guidance “Keeping Children Safe in Education (KCSIE), September 2021”

This policy has been adapted to take into account the 2003 Government Green Paper – Every Child Matters and the Children Act 2004, Keeping Children Safe in Education, September 2021 and the Prevent duty (section 26) of The Counter-Terrorism and Security Act, July 2015 (updated April 2021). All staff are provided with the relevant documents and sign to say that they have read and understood the relevant parts of them. In particular we aim to encompass the five key outcomes from Every Child Matters, i.e. that every child should be:

- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making a Positive Contribution
- Achieving Economic Well-being

The school is committed to interagency working to safeguard children as set out in the document “Working Together to Safeguard Children”, September 2020 and “What to do if you’re worried a child is being abused”.

The policy has been developed in accordance with locally agreed inter-agency procedures and is made available to parents on the school website and hard copies are available from the school on request. It applies equally to the EYFS, KS1 and KS2.

School contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children, September 2020*. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. School should allow access for children’s social care from Wirral local authority and, if appropriate, from a placing local authority, to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

School ensures that our child protection and safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Wirral Safeguarding Children Partnership (WSCP).

The proprietors are responsible for reviewing and amending the policy annually and at other times if necessary. They will undertake an annual review of the efficiency with which the related duties have been discharged. The Proprietors will determine any changes to the school’s policies and procedures as appropriate. The Proprietors require and ensure that any deficiencies or weaknesses identified in the School Child protection arrangements are remedied without delay. The Headteacher, as designated person, will report annually to the Proprietors on the working of the policy. The Proprietors, once satisfied, should sign off the school’s policy.

Children are taught about safeguarding themselves, including online (see the **e-safety policy and code of conduct**), through a broad and balanced curriculum including covering relevant issues through assemblies, personal, social and health education (PSHE), ICT and, in the juniors, through sex and relationship education (SRE). Proprietors should ensure children are taught about safeguarding, including online, through the curriculum and PSHE.

The school curriculum, procedures and policies have been developed to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet.

The children should understand the risks posed by adults or young people who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable

adults. Internet safety is integral to the school's ICT curriculum and also be embedded in PSHE and sex and relationships education (SRE).

The latest resources promoted by DfE can be found at:

- The use of social media for on-line radicalisation
- The UK Safer Internet Centre ([www.saferinternet.org.uk](http://www.saferinternet.org.uk))
- CEOP's Thinkuknow website ([www.thinkuknow.co.uk](http://www.thinkuknow.co.uk))

## 2. **Objectives**

All staff members, including volunteers, are aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

All staff members, including volunteers, are made aware of systems within school which support child protection and these are explained to them and given out with the staff handbook as part of staff induction. This includes: the school's child protection policy; the school's staff behaviour policy (sometimes called a code of conduct); and the identity of the designated safeguarding lead (DSL) – Mr. M. T. R. Jones, the deputy DSL – Miss J. Orme and the Proprietor with responsibility for safeguarding – Mrs. N. M. Aloé.

In addition to working with the designated safeguarding lead, staff members are aware that they may be asked to support social workers to take decisions about individual children.

All staff members, including volunteers, also receive appropriate child protection training which is regularly updated. This training should also ensure that all staff and volunteers have read and understood Part 1 and Annex A of KCSiE. As a part of a newly appointed member of staff's induction process they are made aware of the identity and role of the DSL, made familiar with this policy and provided with a copy of Part 1 and Annex A of KCSiE.

The proprietors have ensured that the school has designated an appropriate senior member of staff to take lead responsibility for child protection, DSL. This person is the Headteacher who has the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

## 3. **Definitions of Child Abuse**

### **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 they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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 adult 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 may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, 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); or 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. For example NSPCC offers information for schools and colleges on the TES website and also on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk) Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child sexual exploitation (CSE) – see also below
- bullying including cyberbullying and peer on peer abuse
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see also below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking

**Further information on specific safeguarding issues:**

**Child abduction and community safety incidents:**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child.

Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

**Child sexual exploitation (CSE):**

involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

**County lines:**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required.

Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters.

### **Domestic abuse:**

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members.

The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected".

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse.

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

### **Female Genital Mutilation (FGM):**

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.

There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines.

Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Any teacher who is aware of, or suspects, FGM should report directly to the relevant authorities themselves and also to the DSL.

### **Peer on peer/ child on child abuse:**

Children can abuse other children (often referred to as peer on peer abuse) and it can take many forms. It can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually,

or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Staff should be aware of the importance of:

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and,
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

All members of staff should be aware that children with **special educational needs and/or disabilities** are particularly vulnerable to safeguarding and child protection issues. As such it is important that we are especially vigilant with regards to these children in our care.

**Children missing education:** can be a sign of a safeguarding issue. Staff should be aware of this and ensure that the school office is informed of any unauthorised absence so that the child absence procedures (see staff handbook) are followed. Patterns of absence should also be noted by class teachers and reported to the DSL. School follows local and national procedures with regards to children missing education and will report a child as missing to the LA as well as informing them when a child leaves or joins the school at times other than the end of Year 6 or the start of F2.

### **Mental Health**

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance.

#### **4a. Concerns for a Child in Need / Early Help**

If staff members have any concerns (even seemingly minor) about a child they should raise these with the school's designated safeguarding lead, the Headteacher.

The designated safeguarding lead will usually decide whether to make a referral to children's social care.

For allegations against members of staff, volunteers or the Headteacher please refer to section 13.

#### **4b. Child at Immediate Risk of Serious Harm**

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Initially staff should report to the DSL who will refer this situation to social services immediately. However anybody can make a referral if they are sufficiently concerned or do not feel the relevant referral was made. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point. It is important for children to receive the right help at the right time to address risks and prevent issues escalating.

- Take the time to listen to a child's disclosure the following advice should be followed in such circumstances:
- Arrange a time and place where you can talk privately as soon as possible after the child has initiated contact.
- Stay calm and reassuring.
- Explain that you cannot promise to keep what the child tells you a secret.

- Listen to and believe what the child tells you - explain that, whatever the circumstances, he/she is not to blame for the incident.
- Do not press for details or ask leading questions - some cases of abuse may need further and possibly extensive investigation. It is better for the child if he/she does not have to repeat the details unnecessarily.
- Explain that there are other people that you will have to contact. Who these people are will depend on the procedure which the school has already adopted.
- Don't make any promises to the child - the situation may cause you to react emotionally. Whilst this is an understandable and natural reaction, at such times it is possible that you may make promises which cannot, in the event, be fulfilled.

**5. If suspicions of abuse are aroused or if an allegation is made by a child, the following procedure must be adhered to.**

Tell the DSL immediately, even if you have no proof. Keep notes, based on observation and evidence, in a separate file, on a daily basis, if necessary and monitor the situation closely. Members of staff and volunteers must report their concerns to the DSL as soon as possible but always within 24 hours if the concern is serious. If the DSL is unavailable then concerns should be reported to the deputy DSL or the proprietor with responsibility for safeguarding (named above).

Child protection information should be treated as strictly confidential and only discussed on a 'need to know' basis. Parents and teachers not directly involved should not be told at this stage, and maybe not at all. Such decisions can only be made after discussion with the DSL.

Children confiding in a member of staff must be given the benefit of the doubt and their allegation taken seriously, even if it seems far-fetched.

If a child asks that nobody else is told, you must explain that you can only help by telling the DSL.

All allegations will be referred to the CADT for advice before any investigation takes place. In borderline cases these discussions can be held informally and without naming any individual. Parental or pupil consent is not required to make a referral if there are concerns about a child's safety.

If, after discussion with the CADT / LADO, it is felt appropriate for school to investigate, following discussion with the DSL, it may be thought appropriate to follow any one or more of the following courses of action:-

- enquire of other members of staff if they have observed anything amiss;
- enquire of parents about an observable injury or behavioural change;
- enquire of any previous school who may have helpful information;
- consult professional Agencies for information or advice e.g. Local Safeguarding unit, including the LADO, Child Guidance, local child and family services.

In discussion with any of the above, close notes must be kept of what is said - even, in the case of suspected parties, a record of the actual words spoken. Where possible draw a diagram to indicate bruising. However only parts of a child's body which are normally visible should be viewed.

Where suspicion turns out to be unfounded, notes should, anyway, be preserved and the designated lead consulted if there are any grounds for further suspicion.

Where suspicion was not proven, but was possibly well founded and suspicion remains, notes should continue to be kept and closely monitored and such notes passed on to any future school the child attends.

In this instance the procedures followed will conform to the recommendations made in the Wirral Child Protection policy statement (copy available in the Staffroom).

Any records of concern will be kept in a confidential Child protection file to which only the DSL (the Headteacher), the Deputy DSL and the nominated proprietor have access.

Reporting arrangements will include that the most suitable welfare agency will be contacted within 24 hours of a disclosure or suspicion of abuse.

Any referrals the school may make will be followed up with a letter as soon as possible and always within 48 hours. A copy of the letter will be placed in the confidential Child protection file

Any serious concerns will be reported to the police in the child's home area if it is not possible to contact social services.

It should be noted that bullying and peer-on-peer abuse, when there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm, should be treated as a safeguarding concern.

For procedures of how to deal with peer-to-peer abuse and allegations (including sexting, passing off abusive comments and interactions as mere 'banter', sexual assaults, gender-based issues and how victims will be supported) refer to the school **anti-bullying policy**.

Any such abuse will be referred to local agencies as a safeguarding issue with all children involved, whether perpetrator or victim, treated as being 'at risk'. (*Advice about sexting in schools is also available from the UK Council for Child Internet Safety (UKCCIS): Sexting in schools and colleges.*)

See also the school **anti-cyber bullying policy** and the **e-safety policy**.

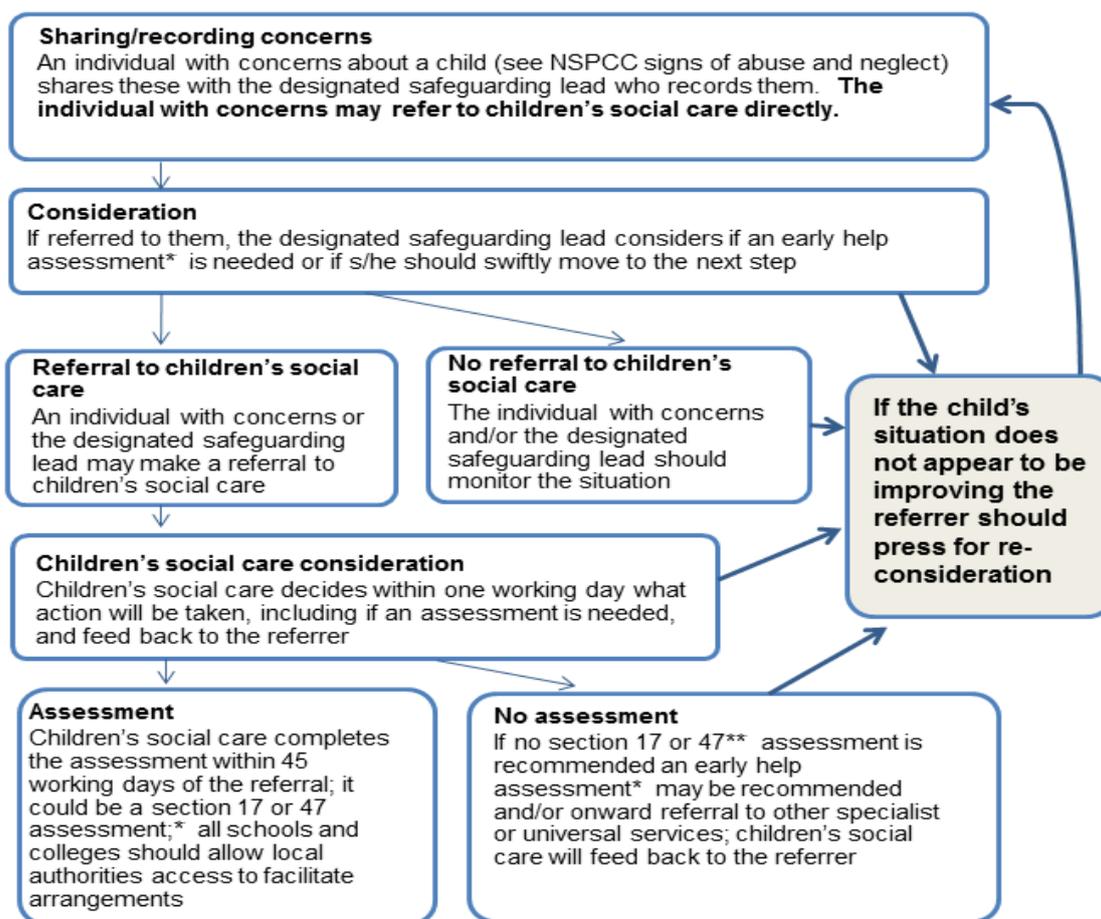
It is important to differentiate between safeguarding children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies. Subject to local procedures and reporting thresholds which can vary, the former should be reported to Children's Social Care immediately; the latter should lead to early help, inter-agency assessment and intervention using local processes, including use of the 'Common Assessment Framework' (CAF) and 'Team around the Child' (TAC) approaches.

All members of staff and volunteers have the DSL emergency contact details and can make a referral to them at any point 24 hours a day, if deemed necessary.

See diagram below for advice on what action to take when a child has suffered or is likely to suffer harm.

### Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral.**



\* Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

\*\* Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

## **6. Involvement of parents**

Where possible, after discussion with appropriate Agencies or staff the Headteacher will seek to arrange a meeting with the parents / carers of the child involved to discuss allegations. If necessary a representative of the appropriate Agency will be present as well as the Form Teacher.

## **7. Records**

Any records of concern will be kept in a confidential Child protection file to which only the DSL (the Headteacher), deputy DSL and nominated proprietor have access.

Any referrals the school may make will be followed up with a letter as soon as possible and always within 48 hours. A copy of the letter will be placed in the confidential Child protection file.

## **8. Signs and Symptoms**

### **Signs of Physical Abuse:**

- unexplained injuries or burns, particularly if they are recurrent;
- improbable excuses given to explain injuries;
- refusal to discuss injuries;
- untreated injuries;
- admission of punishment which appears excessive;
- bald patches;
- withdrawal from physical contact;
- arms and legs kept covered in hot weather;
- fear of returning home;
- fear of medical help;
- self-destructive tendencies;
- aggression towards others;
- running away

### **Signs of Neglect**

- constant hunger;
- poor personal hygiene;
- constant tiredness;
- poor state of clothing;
- emaciation;
- frequent lateness or non-attendance at school;
- untreated medical problems;
- destructive tendencies;
- low self-esteem;
- neurotic behaviour;
- no social relationships;
- running away;
- compulsive stealing or scavenging.

### **Signs of Emotional Abuse**

- physical, mental and emotional development lags;
- admission of punishment which appears excessive;
- over-reaction to mistakes;
- continual self-deprecation;
- sudden speech disorders;
- fear of new situations;
- inappropriate emotional responses to painful situations;
- neurotic behaviour (for example rocking, hair-twisting, thumb-sucking);
- self mutilation;
- fear of parents being contacted;
- extremes of passivity or aggression;
- drug/solvent abuse;
- running away;
- compulsive stealing, scavenging.

## Signs of Sexual Abuse

- sudden changes in behaviour or school performance;
- displays of affection in a sexual way inappropriate to age;
- tendency to cry easily;
- regression to younger behaviour such as thumb sucking, playing with discarded toys, acting like a baby;
- complains of genital itching or pain;
- distrust of a familiar adult, a baby-sitter or lodger;
- unexplained gifts or money;
- depression and withdrawal;
- apparent secrecy;
- wetting, day or night;
- sleep disturbances or nightmares;
- chronic illnesses, especially throat infections and venereal disease;
- anorexia or bulimia;
- unexplained pregnancy;
- fear of undressing for gym;
- phobias or panic attacks.

## 9. The Prevent Strategy

On 1 July 2015 the Prevent duty (section 26) of The Counter-Terrorism and Security Act 2015 (updated April 2021) came into force. This duty places the responsibility on local authorities and schools to have due regard to the need to prevent people from being drawn into terrorism.

Prenton Preparatory School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is as important as safeguarding against any other vulnerability.

All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We believe that children should be given the opportunity to explore diversity and understand Britain as a multi-cultural society; everyone should be treated with respect whatever their race, gender, sexuality, religious belief, special need, or disability.

As part of our commitment to safeguarding and child protection we fully support the government's *Prevent Strategy*.

Any member of staff who observes a pupil or adult in school displaying any form of extremist behaviour or who suspects a pupil is at risk of radicalisation should report this to the DSL.

The DSL will report concerns of this nature to the Merseyside Police Prevent / Channel Team. If any member of staff feels it is necessary they can report directly to this team themselves.

## 10. Use of Mobile 'Phones and Digital Cameras (including in EYFS)

### a) Use of personal mobile phones & cameras by staff and volunteers (including in EYFS)

PPS recognises that staff, students and volunteers may wish to have their personal mobile phones at work for use in case of emergency. However, safeguarding of children within the setting is paramount and it is recognised that personal mobile phones have the potential to be used inappropriately and therefore all staff should adhere to the following policy:

Personal mobile phones should only be used in the staff room, office or outside the building (away from the children). They should only be used whilst staff are on breaks or outside of working hours.

Staff, students or volunteers who ignore this policy may face disciplinary action.

The main school telephone number can be used for emergencies by staff or volunteers or by people who need to contact them.

In circumstances such as outings and off site visits, staff will agree with the Headteacher the appropriate use of personal mobile phones in the event of an emergency.

Where there is a suspicion that the material on a mobile phone may be unsuitable and may constitute evidence relating to a criminal offence, the 'Allegations' process will be followed (see below).

### b) Use of personal mobile phones and cameras by parents/carers and visitors (including in EYFS)

PPS recognises that visitors may wish to have their personal mobile phones with them for use in case of emergency. However, safeguarding of children within the setting is paramount and it is

recognised that personal mobile phones have the potential to be used inappropriately and therefore we have implemented the following policy:

Mobile phones and cameras should only be used away from the children, off site or in our staff room.

The main school telephone number can be used for emergencies.

Parents may take photographs of children participating in concerts, plays, sports days and other authorised events, as all parents have completed a photograph permission slip. However those wishing to take such photographs should register at the appointed point before the event.

In circumstances where there is a suspicion that the material on a mobile phone may be unsuitable and provide evidence relating to a criminal offence, the 'Allegations' process will be followed (see below).

c) **Use of School mobile phones, cameras and recording equipment (including in EYFS)**

PPS provides a mobile phone and cameras for staff, students and volunteers to use to support their work with children. To ensure the appropriate use of this equipment, and to safeguard children, the following policy applies:

Cameras and recording equipment belonging to PPS may be used to take appropriate and relevant images of children, i.e. observations, photographs of activities and events. Images must be used in accordance with the Data Protection Act 1998.

It is not appropriate to take photographs of bruising or injuries on a child for child protection concerns. In these cases a Concern Form must be used.

The PPS mobile is solely for the purpose of contacting or being contacted by parents/carers. They can also be taken off site in circumstances such as outings. These mobiles do not have a camera facility.

In circumstances where there is a suspicion that the material on any of the PPS mobile phones may be unsuitable and provide evidence relating to a criminal offence, the 'Allegations' process will be followed (see below).

The PPS mobile phone and cameras remain the property of the school at all times and should only be taken off of the premises for the purpose of having photographs produced for school use (with the exception of visits and outings).

**11. Staff Recruitment**

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of the children in education.

Prenton Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Proprietors and the School comply fully with Safer Recruitment systems and procedures in compliance with the Independent Schools Standards Regulations. See the school's Safer Recruitment Policy.

**12. Designated People**

The School has a DSL, the Headteacher, Mr. M. T. R. Jones, in charge of safeguarding who has been trained appropriately (inter-agency training agreed with the Local Safeguarding Children Partnership (LSCP)). This training is updated at least every two years and a record of this training is kept on file.

The DSL is responsible for ensuring that all cases of suspected or actual problems associated with child protection are investigated and dealt with. The designated person will ensure that he/she is aware of the latest national and local guidance and requirements and will keep the Proprietors, staff and volunteers informed as appropriate

The DSL will ensure that the appropriate training of all staff, academic and non academic, and volunteers is organised whenever new staff join the school as part of their induction, and is updated at least every 2 years.

The DSL will co-ordinate action in the school, refer and liaise with Social Services and other agencies over suspected or actual cases of child abuse within 24 hours of a disclosure or suspicion of abuse. They will then work in full co-operation with the relevant authorities.

In the event that the DSL is not available the School has a Deputy DSL, the EYFS Leader, Miss J. Orme, who has also been trained appropriately to the same level as the DSL. Mrs. N. M. Aloé is the proprietor in charge of safeguarding and has also been trained appropriately to the same level as the DSL. This training is updated at least every two years and a record of this training is kept on file.

### **13. Allegations against Members of Staff, Volunteers or The Headteacher**

#### **What to do:**

See below for procedures to handle allegations against members of staff and volunteers:

All such allegations should be referred to the Local Authority Designated Officer (LADO).

Any parent or staff member with an allegation against a member of staff should contact the Headteacher or, in their absence, the deputy DSL. Any allegation will be dealt in good faith according to the Complaints policy, Stage 2. Allegations of a safeguarding concern should be referred to the LADO by the Headteacher with immediate effect and certainly within 24 hours of the initial complaint.

All allegations will be treated sympathetically and the school will not tolerate any retribution nor will any disciplinary action ever be brought for "whistle blowing". Further information on this situation is available in the Staff Code of Conduct.

Any parent or staff member with an allegation against the Headteacher should contact the Proprietor with responsibility for safeguarding, who will then report this to the LADO and co-operate with any subsequent investigation the Headteacher must not be made aware of any such allegation prior to contact with the proprietor and LADO.

School will not undertake any investigations of allegations without prior consultation with the LADO, or in the most serious cases, the police, so as not to jeopardise statutory investigations.

The member of staff subject to an allegation may be suspended from work. School will consider whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. School will give due weight to the views of the LADO, KCSiE and WT (and where necessary police) when making a decision about suspension.

School will inform the relevant authorities of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere) or any other abuse which is alleged to have taken place on the premises and of the action taken in respect of these allegations. This will be done as soon as is reasonably practicable.

From 1 October 2012, there are restrictions on the reporting or publishing of allegations against teachers, and so school will make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/National College for Teaching and Leadership (NCTL) publish information about an investigation or decision in a disciplinary case.

If a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned because of unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence, a referral to the Disclosure and Barring Service (DBS) will be made by the Headteacher or the Proprietors within 24 hours and consideration would also be made to report this to the National College for Teaching and leadership (NCTL). This is a legal duty and failure to refer when the criteria are met is a criminal offence.

### **14 Staff Training**

All staff read the School Safeguarding and Child Protection policies, Part One of KCSiE 2021 and Working Together to Safeguard Children 2020. These documents are emailed annually, or more often if updated, to staff and hard copies are available for those preferring this format. All staff sign a form annually to say that they have read and understood the documents.

The DSL receives updated child protection training every two years. This includes local inter-agency working protocols and training in the WSCP's approach to Prevent duties.

Additional designated safeguarding staff (deputy and proprietor) are trained to the same level as the DSL.

All staff are trained in child protection and safeguarding regularly (at least every 3 years, with annual updates), in line with advice from the WSCP. Prevent awareness training is part of this. Staff training also includes on-line safety These are done through the online Educare training platform.

The two-yearly training for DSLs and regular formal training for staff are supplemented with informal updates in staff meetings as required but at least annually on the September INSET day.

All new staff are provided with induction training that includes:

- o the school's Safeguarding and Child Protection policies, including information about the identity and role of the DSL, deputy DSL and proprietor with responsibility for safeguarding;

- o the Staff Code of Conduct including the whistleblowing procedure and the e-safety policy including the acceptable use of technologies policy;
- o a copy of Part 1 of KCSiE 2021 and Working Together to Safeguard Children 2018;

Temporary staff and volunteers are risk assessed and if deemed necessary provided with the above documents as part of their induction process – see also school **Induction Policy**.

## 15 **One-to-one teaching**

Some children undertake one-to-one teaching with peripatetic teachers in learning support and musical tuition. All such lessons are taught in specified rooms with windows in the doors. If in exceptional circumstances these rooms are unavailable the door to a replacement room must be left open whilst teaching.

All peripatetic staff are thoroughly checked according to the school Safer Recruitment policy.

## 16 **Contact Details:**

DSL (M.T.R. Jones) – via school (out of hours emergency contact)	0151 652 3182 (Mon – Fri: 9am – 5pm) 07733 223879 <a href="mailto:headteacher@prentonprep.co.uk">headteacher@prentonprep.co.uk</a>
Deputy DSL (J. Orme) – via school	0151 652 3182 (Mon – Fri: 9am – 5pm) <a href="mailto:jorme_prentonprep@outlook.com">jorme_prentonprep@outlook.com</a>
Nominated Proprietor (Mrs N. M. Aloé) – via school	0151 652 3182 (Mon – Fri: 9am – 5pm) <a href="mailto:enquiry@prentonprep.co.uk">enquiry@prentonprep.co.uk</a>
Wirral LADO (Pamela Cope)	0151 666 4442 / 5525 07342 058612 <a href="mailto:pamelacope@wirral.gov.uk">pamelacope@wirral.gov.uk</a> <a href="mailto:safeguardingunit@wirral.gov.uk">safeguardingunit@wirral.gov.uk</a>
Integrated Front Door (for any safeguarding / child protection concerns)	0151 606 2008 (Mon – Fri: 9am – 5pm) <a href="mailto:ifd@wirral.gov.uk">ifd@wirral.gov.uk</a>
Wirral Director of Children’s Services (Simone White)	0151 677 6557 (out of hours) 0151 606 2000
Wirral Head of Service Quality & Safeguarding (Joe Banham)	0151 666 4371
Prevent Co-ordinator (Alison Burnett)	07394 559106 <a href="mailto:alison.burnett@liverpool.gov.uk">alison.burnett@liverpool.gov.uk</a>
Merseyside Police Prevent Team	0151 777 8125 <a href="mailto:prevent@merseyside.police.uk">prevent@merseyside.police.uk</a>
Police (emergency) (non-emergency but possible crime)	999 101
Disclosure and Barring Service (DBS) DBS Customer Services PO Box 110 Liverpool L69 3JD	0870 909 0811
National College for Teaching and Leadership (NCTL)	0800 085 0984
DfE <a href="mailto:mailbox.disqualification@education.gsi.gov.uk">mailbox.disqualification@education.gsi.gov.uk</a>	01325 340 409
The Department for Education has dedicated a telephone helpline (0207 340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to <a href="mailto:counter.extremism@education.gsi.gov.uk">counter.extremism@education.gsi.gov.uk</a> .	
Ofsted	0300 123 1231
Independent Schools Inspectorate (ISI)	<a href="http://0207.600.0100">0207 600 0100</a>



## **APPENDIX A:**

### **THE PREVENT STRATEGY**

#### **The Prevent strategy**

Prevent is a government strategy designed to stop people becoming terrorists or supporting terrorist or extremist causes. The Prevent strategy covers all types of terrorism and extremism, including the extreme right wing, violent Islamist groups and other extremist causes.

#### **How does the Prevent strategy apply to schools?**

From July 2015 (updated April 2020) all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism. This means we have a responsibility to protect children from extremist and violent views the same way we protect them from drugs or gang violence. Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves.

#### **What does this mean in practice?**

Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy.

These include:

- Exploring other cultures and religions and promoting diversity
- Challenging prejudices and racist comments
- Developing critical thinking skills and a strong, positive self-identity
- Promoting the spiritual, moral, social and cultural development of pupils, as well as British values such as democracy

We will also protect children from the risk of radicalisation, for example by using filters on the internet to make sure they can't access extremist and terrorist material, or by vetting visitors who come into school to work with pupils.

Different schools will carry out the Prevent duty in different ways, depending on the age of the children and the needs of the community.

#### **How does Prevent relate to British values?**

Schools have been required to promote British values since 2014, and this will continue to be part of our response to the Prevent strategy.

British values include:

- Democracy
- The rule of law
- Individual liberty and mutual respect
- Tolerance of different faiths and beliefs

#### **Isn't my child too young to learn about extremism?**

The Prevent strategy is not just about discussing extremism itself, which may not be appropriate for younger children. It is also about teaching children values such as tolerance and mutual respect. The school will make sure any discussions are suitable for the age and maturity of the children involved.

#### **Is extremism really a risk in our area?**

Extremism can take many forms, including political, religious and misogynistic extremism. Some of these may be a bigger threat in our area than others. We will give children the skills to protect them from any extremist views they may encounter, now or later in their lives.

#### **Key Terms**

<b>Extremism:</b>	vocal or active opposition to fundamental British values such as democracy, the rule of law and tolerance of different faiths and beliefs
<b>Ideology:</b>	a set of beliefs
<b>Terrorism:</b>	a violent action against people or property, designed to create fear and advance a political, religious or ideological cause
<b>Radicalisation:</b>	the process by which a person comes to support extremism and terrorism.

## Appendix 3

# PRENTON PREPARATORY SCHOOL COMPLAINTS PROCEDURE

### Introduction

The School has long prided itself on the quality of the teaching and pastoral care provided to its pupils. However, if parents do have a complaint, they can expect it to be treated by the school in accordance with this Procedure.

### Stage 1 - Informal Resolution

It is hoped that most complaints and concerns will be resolved quickly and informally.

If parents have a complaint they should normally contact their son/daughter's Form Teacher. In many cases, the matter will be resolved straightaway by this means to the parents' satisfaction. If the Form Teacher cannot resolve the matter alone, it may be necessary for him/her to consult the Headteacher.

Complaints made directly to the Headteacher will usually be referred to the relevant Form Teacher unless the Head deems it appropriate for them to deal with the matter personally.

The Form Teacher will make a written record of all concerns and complaints and the date on which they were received. Should the matter not be resolved within 14 working days or in the event that the Form Teacher and the parent fail to reach a satisfactory resolution then parents will be advised to proceed with their complaint in accordance with Stage 2 of this Procedure.

Should there be a complaint about the Headteacher, it should be addressed to the Proprietor with responsibility for safeguarding, Mrs. N. M. Aloé via the school office marked "Strictly Confidential".

### Stage 2 - Formal Resolution

If the complaint cannot be resolved on an informal basis, then the parents should put their complaint in writing to the Headteacher. The Headteacher will reply in writing within 14 days and will decide, after considering the complaint, the appropriate course of action to take.

In most cases, the Headteacher will speak to the parents concerned, normally within three working days of receiving the complaint, to discuss the matter. If possible, a resolution will be reached at this stage.

It may be necessary for the Headteacher to carry out further investigations.

The Headteacher will keep written records of all meetings and interviews held in relation to the complaint.

Once the Headteacher is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing. The Headteacher will also give reasons for their decision. The School will endeavour to ensure that all complainants are notified of the outcome of their complaint within 28 days of the complaint.

If the complaint was regarding the Headteacher, the above process will be carried out by the Proprietor with responsibility for safeguarding, Mrs. N. M. Aloé.

If parents are still not satisfied with the decision, they should proceed to Stage 3 of this Procedure.

### Stage 3 - Panel Hearing

If parents seek to invoke Stage 3 (following a failure to reach an earlier resolution), they will be referred to the School Secretary who has been appointed by the Proprietor to call hearings of the Complaints Panel.

The matter will then be referred to the Complaints Panel for consideration. The Panel will consist of three people, not directly involved in the complaint and one of whom shall be independent of the management and running of the school. Each of the Panel members shall be appointed by the

proprietors. The Panel, will then acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within 20 working days.

If the Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than three working days prior to the hearing.

The parents have the right to contact ISI with their complaint as detailed below:

ISI Independent Schools Inspectorate CAP House 9 - 12 Long Lane London EC1A 9HA Telephone 020 7600 0100
---------------------------------------------------------------------------------------------------------------------------

The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend.

If possible, the Panel will resolve the parents' complaint immediately without the need for further investigation.

Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all facts they consider relevant, the Panel will reach a decision and may make recommendations, which it shall complete within 14 working days of the Hearing. The Panel will write to the parents informing them of its decision and the reasons for it. The decision of the Panel will be final. The Panel's findings and, if any, recommendations will be sent in writing to the parents, the Head, and, where relevant, the person complained of.

Once this stage has been reached the panel hearing will go ahead even if the parent subsequently decides not to attend.

### Complaints in the EYFS

Complaints in the EYFS will be addressed in the same way as throughout the rest of the school. However all complainants in the EYFS will be notified of the outcome of any investigation within 28 days of receipt of the complaint and the record of complaint will also be made available to Ofsted as well as ISI on request.

EYFS parents have the right to contact Ofsted or ISI with their complaint as detailed below:

Ofsted Ofsted Piccadilly Gate Store Street Manchester M1 2WD Telephone 0300 123 1231
--------------------------------------------------------------------------------------------------------

ISI Independent Schools Inspectorate CAP House 9 - 12 Long Lane London EC1A 9HA Telephone 020 7600 0100
---------------------------------------------------------------------------------------------------------------------------

Parents can be assured that all concerns and complaints will be treated seriously and confidentially. Correspondence, statements and records will be kept confidential except in so far as is required of the school by paragraph 6(2)(j) of the Education (Independent School Standards) Regulations 2003; where disclosure is required in the course of the school's inspection; or where any other legal obligation prevails.

School will record the outcomes of all complaints which reach the formal stage as required together with any actions taken as a result of the complaint, whether it is upheld or not.

A record of all complaints and actions is kept on file for three years.

The number of complaints made in the last academic year is made available to parents by request to the school office.

School will provide ISI (and Ofsted in the EYFS) details of any complaints and their outcome should it be requested.



# Appendix 4

## **Prenton Preparatory School** **Safer Recruitment Policy**

### **Aims**

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of the children in education.

Prenton Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

This school recognises the value of, and seeks to achieve, a diverse workforce which includes people from different backgrounds with different skills and abilities.

The school is committed to ensuring that the recruitment and selection of all who work within the school is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity.

The school will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

This document provides a good practice framework to comply with the principles set down in the school's Equality Opportunities Policy.

All posts within school are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bindovers, including those regarded as spent and have an Enhanced Disclosure and Barring Service check.

The school is committed to ensuring people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position.

### **The school will:**

- ensure that appropriate staff who undertake recruitment have received safer recruitment training and successfully completed the safer recruitment training assessment
- work towards every appointment panel to include one member who has received safer recruitment training
- implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role
- keep and maintain a single central record of recruitment and vetting checks in line with DFE requirements
- ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The school will monitor the compliance with these measures.
- require staff who are convicted or cautioned for any offence during their employment with the school to notify the school, in writing of the offence and the penalty.

### **The following pre-employment checks will be undertaken:**

The Proprietors and the School comply fully with Safer Recruitment systems and procedures in compliance with the Independent Schools Standards Regulations and the school's Staff Recruitment Policy.

An offer of appointment to a successful candidate, including one who has lived or worked abroad, is always conditional upon satisfactory completion of pre-employment checks.

When appointing new staff, the following checks are completed:

- verification of a candidate's identity, from birth certificate, current photographic ID and proof of address;

- obtain a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity (unless exempt – see below);
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available (unless exempt – see below);
- check that the candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service; (this includes prohibition from management if appropriate);
- verification of the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;
- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then prospective employers, or volunteer managers, should follow advice on the GOV.UK website;
- if the person has lived or worked outside the UK, for three months or more in the last ten years, a DBS check is insufficient and further checks, including an EEA check, as considered appropriate will be made;
- verification of professional qualifications, as appropriate.

A DBS certificate must be obtained from the candidate before or as soon as practicable after appointment (except in the circumstances detailed below). Alternatively, if the applicant has subscribed to it and gives permission, the school or college may undertake an online update check through the DBS Update Service. Individuals can join the DBS Update Service when applying for a new DBS check; this will allow them to re-use this check when applying for similar jobs. With the individual's consent, their employer can go online and carry out a free, instant check to see if a new certificate is required: [www.gov.uk/dbs-update-service](http://www.gov.uk/dbs-update-service).

There is **no requirement** to obtain an enhanced DBS check if, in the three months prior to beginning work in their new appointment, the applicant has worked:

- in a school in England in a post which brought them into regular contact with children or in any post in a school since 12 May 2006; or
- in a college in England in a position which involved the provision of education and regularly caring for, training, supervising

However a barred list check should still be conducted and school may request an enhanced DBS check with barred list information should there be concerns.

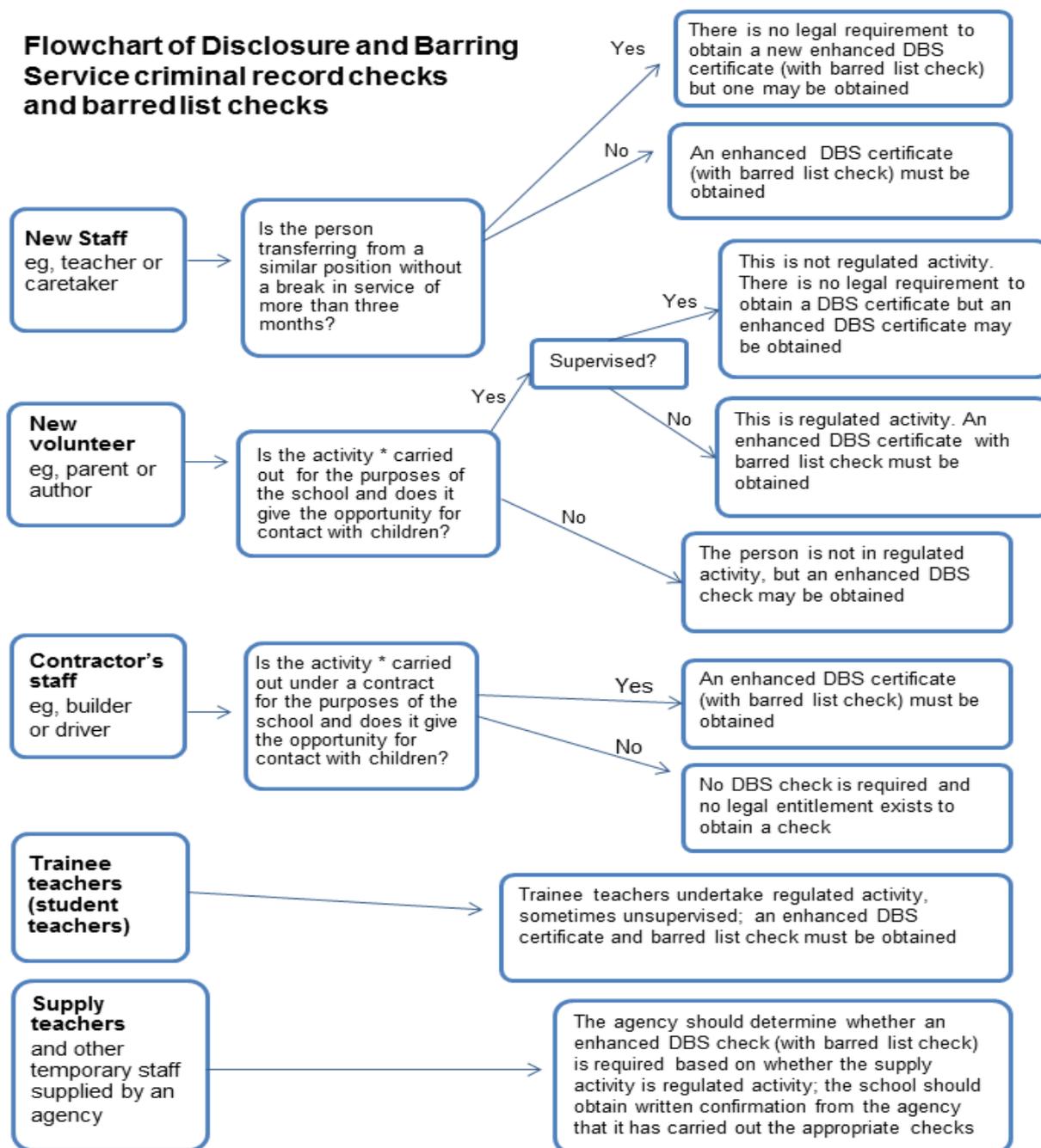
The school follows rigorous recruitment procedures to establish that adults are fit to work with children. These include a series of thorough checks made by the school on any potential employee: a minimum of two references are sought and one must be from the current or most recent employer, the PPS Application Form is required and any gaps in employment checked, further checks are used to confirm identity and medical checks statements are taken.

The Headteacher, Mr. M. T. R. Jones, has completed the NCSL training in safer recruitment and subsequently an EduCare qualification and his certificates are in the safeguarding file. All other members of the school's SMT have undertaken the Educare Safer Recruitment training. This qualification is renewed at least every 5 years.

Appropriate child protection checks and procedures apply to any staff employed by another organisation and working with pupils within the school or on another site, e.g. extra-curricular clubs.

See below for advice on when DBS Checks are required.

## Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



\* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

### Roles and responsibilities

It is the responsibility of the proprietors to:

- Ensure the school has effective policies and procedures in place for the recruitment of all staff and volunteers in accordance with DfE guidance and legal requirements
- Monitor the school's compliance with them

It is the responsibility of the Headteacher and other managers involved in recruitment to:

- Ensure that the school operates safe recruitment procedures and makes sure all appropriate checks are carried out on all staff and volunteers who work at the school
- To monitor contractors' and agencies' compliance with this document
- Promote welfare of children and young people at every stage of the procedure Deal with the administration of the disclosure system for the school
- Maintain an up-to-date Single Central Record of all staff and volunteers at the school

The Proprietors have delegated responsibility to the Headteacher to lead in all appointments outside of the leadership group. The Proprietors will be involved in staff appointments but the process will be led by the Headteacher.

It is the responsibility of all potential and existing workers, including volunteers to comply with this document.

It is the responsibility of all contractors and agencies to comply with safer recruitment pre-employment checks.

## **The Procedure**

### **Advertising**

To ensure equality of opportunity, the school will advertise all vacant posts to encourage as wide a field of candidates as possible, normally this will entail an external advertisement. However, where there is a reasonable expectation that there are sufficient qualified internal candidates or where staff are at risk of redundancy, an internal advertisement may be considered appropriate. Volunteers in school are also welcome to apply to internally advertised posts.

The school also works in partnership with various universities. Trainees in the final year of their teaching practice or on professional graduate programmes who are placed in the school via these universities are welcome to apply for any vacant positions.

Absences due to short and long term sickness are usually covered using school staff initially followed by supply agencies until it is known how long the member of staff is likely to be absent. Temporary positions will then be advertised for long term absence positions.

### **Applications:**

#### **The form**

The school uses a standard application form (PPS Application Form). From January 2017 CVs will not be accepted.

The school requires candidates to account for any gaps or discrepancies in employment history on this application form. Where an applicant is shortlisted, these gaps will be discussed at interview.

Applicants should be aware that providing false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected, and possible referral to the police and other professional regulatory bodies (e.g. General Teaching Council for England).

### **References**

Reference requests for shortlisted candidates will be sent immediately after shortlisting.

References must be in writing and be specific to the job for which the candidate has applied - open references or testimonials are not acceptable.

The school will not accept references from relatives or people writing solely in the capacity as a friend. Only references from a trusted authoritative source will be acceptable.

Reference requests will specifically ask:

- About the referee's relationship with the candidate
- Whether the referee is completely satisfied that the candidate is suitable to work with children and, if not, for specific details of the concerns and the reasons why the referee believes that the person might be unsuitable.

Referees will also be asked to confirm details of:

- The applicant's current post, salary and attendance record
- Performance history and conduct
- Any disciplinary procedures in which the sanction is current
- Any disciplinary procedures involving issues related to the safety and welfare of children, including any in which the sanction has expired and the outcome of those details of any allegations or concerns that have been raised that relate to the safety and welfare of children or behaviour towards children and the outcome of these concerns.

References will be compared to the application form to ensure that the information provided is consistent. Any discrepancies will be taken up with the applicant at interview. All references will be verified.

Any information about past disciplinary action or allegations will be considered in the circumstances of the individual case. Cases in which an issue was satisfactorily resolved some time ago, or an allegation was determined to be unfounded or did not require formal disciplinary sanctions, and which no further issues

have been raised, are not likely to cause concern. More serious or recent concerns or issues are more likely to cause concern. A history of repeated concerns or allegations over time is also likely to give cause for concern.

### **Self-declaration of convictions by job applicants**

The school's policy is to require shortlisted applicants for all posts (including volunteers) to declare all criminal convictions whether "spent" or "unspent" and include any cautions and pending prosecution. Such declarations will be made on an appropriate form and should be submitted in a sealed envelope, marked strictly private and confidential to the chair of the selection panel / Headteacher, prior to the interview. The chair of the panel / Headteacher will discuss relevant, positive declarations confidentially with the applicant at interview.

The disclosure of convictions, cautions or pending cases will not necessarily prevent employment but will be considered in the same way as positive DBS disclosures.

### **Interviews**

The selection process will always include the following:

- Face to face interview / professional interview,
- Young people panel / activity
- Proof of Identity and Right to Work in the UK & Verification of Qualifications and/or Professional Status.
- Shortlisted applicants for all posts will be required to provide proof of identity by producing documents on the day of interview in line with those set out in The Immigration, Asylum and Nationality Act 2006. Similar information is also required to undertake a Disclosure and Barring Service check on the preferred candidate.
- Short-listed candidates will also be required to provide proof of their qualifications and professional status by producing documentation on the day of interview. The school will verify that candidates have actually obtained any qualifications legally required or deemed essential for the job and claimed in their application by asking to see the relevant certificate, or a letter of confirmation from the awarding body / institution. If the original documents are not available, the school will require sight of a properly certified copy. Where candidates have obtained qualifications abroad, a certified comparability check will also be required.
- Proof of identity and other documentation will be verified by the chair of the panel / Headteacher Commencement of Employment prior to DBS check being received In unusual circumstances it is permitted to commence employment prior to receiving a cleared DBS check. However a Barring List check and risk assessment must be completed

### **Employment Offer**

An offer of appointment to a successful candidate, including one who has lived or worked abroad, is always conditional upon satisfactory completion of pre-employment checks.

It may be possible to negotiate a provisional start date with the preferred candidate, however, with the exception of DBS disclosures (in extra-ordinary circumstances), the checks detailed above must all be completed BEFORE a person's appointment is confirmed.

In the case of DBS disclosures, the certificate must be obtained before or as soon as practicable after appointment. If the DBS certificate is not received prior to the appointment a risk assessment will be completed and supervision will be arranged until the certificate is received.

Once all pre-employment checks have been satisfactorily completed / received, an offer of employment will be made.

### **Record Retention / Data Protection**

The school will retain all interview notes on all applicants for a 6-month period, after which time the notes will be destroyed (ie: shredded).

The 6-month retention period will allow the school to deal with any data access requests, recruitment complaints or respond to any complaints made to the Employment tribunal.

Under the Data Protection Act 1998, applicants have a right to request access to notes written about them during the recruitment process. Applicants who wish to access their interview notes must make a subject access request in writing to the chair of the panel / Head Teacher within 6 months of the interview date.

### **Personal file records**

For the successful candidate, the school will retain the following information which will make up part of their personal file:

- Application form

- References
- Disclosure of convictions form
- Proof of identification
- Proof of academic qualifications
- Certificate of Good Conduct (where applicable)
- Medical declaration form
- Evidence of the DBS clearance

### **Single Central Record of Recruitment Vetting Checks In line with DFE requirements,**

The school will keep and maintain a single central record of recruitment and vetting checks. The central list will record all staff who are employed at the school, including casual staff, supply agency staff whether employed directly or through an agency, volunteers, governors who also work as volunteers, and those who provide additional teaching or instruction for pupils but who are not staff members, e.g. specialist sports coach or artist.

The central record will indicate whether or not the following have been completed:

- Identity checks
- Qualification checks for any qualifications legally required for the job
- Checks of right to work in the United Kingdom
- Start date of commencement of employment
- Barring List checks
- Prohibition List checks
- DBS Enhanced Disclosure
- Further overseas records where appropriate
- Medical statement date.

### **Agency supply staff**

In order to record supply staff provided through an agency on the record, the school will require written confirmation from the supply agency that it has satisfactorily completed the checks described above.

The school does not need to carry out checks itself except where there is information contained within the disclosure.

However identity checks must be carried out by the school to check the person arriving is the person the agency intends to refer to them.

### **Probation periods**

Newly appointed teachers who are new to the employment of the governing body will be subject to the school's probationary period. All appointments are for an initial twelve-month period.

School staff will be given a copy of the school's Safeguarding and Child Protection policies, part 1 of KCSiE 2021, Working Together to Safeguard Children 2018 and the Staff Code of Conduct and asked to sign a declaration that they have read and understood the documents and will follow the guidelines required to maintain professional boundaries at all times.

The school has a specific safeguarding related whistle blowing policy, contained within the Staff Code of Conduct, which has been disseminated to all staff and volunteers.

The school adopts a culture of vigilance where all concerns are listened to and taken seriously.

The school will follow DFE and Wirral LA Safeguarding Children Board allegations procedures and refer any allegation for initial consultation with the Local Authority Designated Officer.

### **Induction**

All newly appointed staff will, either prior to or at the point of taking up the post, undergo a programme of induction appropriate for their post. The induction will specifically address issues concerning the safeguarding of children and young people as well as matters directly related to the operation of the post.

### **Rehabilitation of Offenders Disclosure**

All posts are exempt from the Rehabilitation of Offenders Act 1974. Applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Criminal Records Disclosure unless transferring from another educational establishment within three months.

# Appendix 5

## 7 MINUTE BRIEFINGS

A series of 7 minute briefings have been created as a learning aid for use in supervision, team meetings, or just as a reminder of the key issues around a particular theme or current issue.

These are available on the WSCP website through the following link:

<https://www.wirralsafeguarding.co.uk/7-minute-briefings/>

Please check the link regularly as this suite of briefings will be added to every month (with the newest at the bottom).

Currently available are:

**7 Minute Briefing Forced Marriage and FGM Protection Orders**

**7 Minute Briefing CSE**

**7 Minute Briefing Neglect**

**7 Minute Briefing Private Fostering**

**7 Minute Briefing Toxic Trio**

**7 Minute Briefing Thresholds**

**7 Minute Briefing Domestic Abuse**

**7 Minute Briefing Dark Net**

**7 Minute Briefing SFEF**

**7 Minute Briefing SFEF – Lived experience of the Child**

**7 Minute Briefing Harmful Sexual Behaviour**

**7 Minute Briefing Adolescents and Neglect**

**7 Minute Briefing Contextual Safeguarding**

**7 Minute Briefing County Lines**

**7 Minute Briefing ACES**

**7 Minute Briefing Coercive Control**

**7 Minute Briefing Graded Care Profile 2**

**7 Minute Briefing Early Help Offer**

**7 Minute Briefing MCA**

**7-Minute Briefing-Escalation**

**7 Minute Briefing WSCP**

**7 Minute Briefing Missing**

**7 Minute Briefing CE Audit WSCP**

**7 Minute Briefing Liam SCR**

**7 Minute Briefing Anderson children**

**7 Minute Briefing Safeguarding Children**

**7 Minute Briefing Planning for Children**

**7 Minute Briefing Social Media and Mental Health**

**7 Minute Briefing Sexting**

**7 Minute Briefing SUDI Review**

**7 Minute Briefing It was hard to escape**

**7 Minute Briefing Babies Cry You Can Cope**

**7 Minute Briefing ACES**

**7 Minute Briefing Peer Sexual Abuse**

**7 Minute Briefing CE Audit**

**7 Minute Briefing Safer Adolescence Strategy**

**7 Minute Briefing Domestic Abuse Act 2021**

## Wirral Safeguarding Children Partnership – Further Guidance

Further guidance on safeguarding procedures is available on the WSCP website via the following link:

<https://www.wirralsafeguarding.co.uk/procedures/>

With specific details for schools and professional at the following links:

<https://www.wirral safeguarding.co.uk/schools-2/>  
<https://www.wirral safeguarding.co.uk/professionals/>

Local training courses on a variety of safeguarding topics can be found at:

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

# Appendix 6

## WIRRAL COUNCIL: PRIVATE FOSTERING PROCEDURE - JUNE 2019

### SCOPE OF THIS DOCUMENT

This procedure applies to children who are cared for by people other than their parent or closer relative for 28 days or more and who are NOT subject to any order or arrangement that would place them in the care of the local authority.

### INTRODUCTION

Private Fostering Arrangements can be a positive response from within the community to difficulties experienced by families. Nonetheless, privately fostered children remain a diverse and potentially vulnerable group.

Overarching responsibility for safeguarding and promoting the welfare of the privately fostered child remains with the parent or other person with Parental Responsibility.

Local Authorities do not formally approve or register Private Foster Carers. However, it is the duty of Local Authorities to satisfy themselves that the welfare of children who are, or will be, privately fostered within their area is being, or will be, satisfactorily safeguarded and promoted.

Wirral Council has developed a procedure to ensure that it complies with statutory requirements and guidance about private fostering. This procedure is intended to ensure that all stakeholders have clear and practice guidance about how to consider, support and meet the needs of children in private fostering arrangements.

### DEFINITION OF PRIVATE FOSTERING

A privately fostered child is a child under the age of 16 (under 18, if disabled) who is cared for by an adult who is not a parent, grandparent, aunt, uncle, stepparent (including civil partnerships), sister, brother, where the child is to be cared for by that person in their own home for 28 days or more.

A private fostering arrangement is made privately without the involvement of a Local Authority.

A child who is Looked After or placed in any residential home, hospital or school (where they are receiving full-time education) is excluded from the definition. In a private fostering arrangement, the parent retains Parental Responsibility.

Note: Children under 16 who spend more than 2 weeks in residence during holiday time in a school where they are a pupil, they become privately fostered children for the purposes of the legislation during that holiday period - unless they have exemption from the local authority from giving written notice (either for a specified period or indefinitely);

Note: If the arrangement is for less than 28 days but is one of a series that all add up to 28 days or more then this may count as a Private Fostering Arrangement. The continuity of an arrangement is not broken by the occasional short break. For example, if a child returned home one weekend in four, it would constitute a Private Fostering Arrangement.

### NOTIFICATION – PROPOSED FOSTERING ARRANGEMENT

The local authority must be informed of any proposal for a child to be privately fostered;

At least six weeks before the private fostering arrangement is to begin; or immediately if the private fostering arrangement is to begin within 6 weeks.

Notification must also be given to the local authority within 48 hours from the start of the arrangement. [This includes either the person who is involved in arranging the child to be privately fostered or the person with parental responsibility who knows that the arrangement is taking place.]

## **NOTIFICATION – EXISTING PRIVATE FOSTERING ARRANGEMENT**

Where it is known that a private fostering arrangement has already started, the private fosterer must provide notification to the local authority immediately.

### **ACTION TO BE TAKEN ON RECEIPT OF NOTIFICATION**

When notification is given of a proposed or current Private Fostering Arrangement for a child and the child is or will be resident within Wirral, a referral must be made to Integrated Front Door (IFD) 0151 606 2008.

The IFD will enter details onto Liquidlogic and obtain further details from the person making the notification. In accordance with Schedule 1 Private Fostering Regulations 2005, the person should be asked to provide:

- The name, gender, date and place of birth and address of the child
- The racial origin, cultural and linguistic background and religion of the child
- The names and address of the person giving the notice and any previous address within the last five years
- The name and address of the proposed or current private foster carer and any previous addresses within the last 5 years
- The names and addresses of the child's parents and any previous addresses within the last 5 years
- The name and addresses of any of the child's sibling and arrangements for their care
- The name and address of any other person who is involved in making the arrangement
- The date on which it is intended that the private fostering arrangement will start, or on which it did start
- The intended duration of the private fostering arrangement

In relation to notifications given by the private foster carer or proposed private foster carer, the following additional information should also be obtained:

- Any offence of which he/she or any other member of the household has been convicted
- Any disqualification or prohibition placed on him/her or any other member of the household
- Any order of any kind made in relation to the child to be in care
- Any other rights or power with respect to the child

This information should be logged in Liquidlogic before the referral can be progressed.

### **INITIAL VISIT - THIS APPLIES TO BOTH EXISTING AND NEW PRIVATE FOSTERING ARRANGEMENTS**

On receipt of notification the IFD will trigger the Private Fostering pathway on Liquidlogic and transfer to the appropriate Assessment and Intervention Team. The Safeguarding Unit and the Lead Head of Service for Private Fostering should also be notified.

The Social Worker will undertake an initial visit within 7 days to the premises where the child will live and carry out the following tasks:

- speak to the private foster carer and other members of the household;
- speak to the child, along unless the officer considers it inappropriate; and,
- speak to and if possible, visit the parents
- ensure that the purpose and likely duration of the private fostering arrangement is understood by and agreed between the parents and the private foster carers
- understand the wishes and feelings of the child, the suitability of other members of the private foster carer's household
- ensure that the parents are involved in planning for the child and explore whether the child's needs may be more appropriately met by providing services to the child and parent at home
- consider the suitability of the proposed accommodation
- consider the capacity of the proposed private foster carer to look after the child
- consider the suitability of other members of the proposed private foster carer's household
- check that the financial matters are in order and the contact arrangements are working (where the child is already placed)
- ensure that relevant health and education arrangements are in place for the child
- understand how decisions about the care of the child will be taken

- ensure that the private foster carer, the parents of the child and any other person concerned with the child are being given such advice as deemed necessary
- ensure the child's physical, intellectual, emotional, social and behavioural development is appropriate and satisfactory;
- ensure the child's religious, racial, cultural and linguistic needs are being met;
- ensure the financial arrangements for the care and maintenance are working;
- ensure the child is receiving appropriate health care;
- ensure the standards of care that the child is given.

The Social Worker will write a report on the visit and add this to Liquidlogic in the designated form. Please select 'initial private fostering visit report' from drop down. This must be completed within 5 working days of the visit.

The Social Worker will also need to record the visit within the first 7 days as a Reg 8 visit in the private fostering pathway. Following which, the visiting rule frequency must be adhered to.

The Social Worker will review the report with the Team Manager to consider the private fostering arrangement.

## **ASSESSMENTS**

The Social Worker must complete a **private fostering assessment** and **single assessment** within **42 days of notification**.

The purpose of the **private fostering assessment** is to assess the capacity of the proposed or actual private foster carer to look after the child and suitability of accommodation.

The purpose of the **single assessment** is to assess whether the child is a 'child in need'.

### **SINGLE ASSESSMENT – DETERMINING WHETHER A CHILD IS A CHILD IN NEED**

Following the initial visit, the social worker will undertake an assessment to determine whether the child is a child in need of service under section 17 of the Children Act 1989.

The assessment will determine whether the child's development needs are not being or will not be met.

The assessment will provide an opportunity to consider where support and services can be provided to increase capacity of the private foster carer to meet the child's needs.

In carrying out the assessment, the social worker will visit the premises where it is proposed that the child will be cared for and accommodated, speak directly (i.e. face to face) to the proposed Private Foster Carer and to all members of his household and speak directly (i.e. face to face) to the child whom it is proposed will be privately fostered, alone unless the officer considers it inappropriate.

(An interpreter who is independent of the child's parents and of the Private Foster Carer should always be used where the child's preferred language is not English);

As part of the Single Assessment, consideration must be given to the overall development needs of a disabled child who is privately fostered and the additional support that may be required. This will be done in conjunction with the children with disabilities team and with appropriate services.

Where a privately fostered child has been assessed as a child in need, a 'Child in Need' Plan will need to be put in place.

### **PRIVATE FOSTERING ARRANGEMENT ASSESSMENT (PFAA)**

The PFA assessment will consider the following:

- the suitability of the private foster carers and all members of the household to respond to child's needs
- the suitability of the accommodation

The private fostering arrangements assessment will be carried out by a social worker from the Assessment and Intervention Service. However, the social worker may be supported with advice or a joint visit from a Supervising Social Worker from the Fostering Service, if this is considered necessary.

In carrying out the assessment of the private foster carer suitability to respond to the child's needs, the social worker should consider:

- the capacity of the private foster carer to look after the child and suitability of the household
- the capacity of the private foster carers to respond to the child's developmental needs

In order to do this, the social worker should consider:

- the child's wishes and feelings about the arrangements
- the child's developmental needs
- specific health care needs of the child or any health conditions
- understand private foster carer attitude to education and proposed education arrangements

The following specific areas should also be assessed in order to inform the overall decision about the suitability of the private fostering arrangement:

- ascertain the private foster carer's views on discipline and ensure there is an understanding of the positive approaches to discipline
- assess the standard of living and lifestyle of the private foster carer
- consider the extent to which other members of the household may participate in the daily care of a privately fostered child or make demands on the private foster carer
- arrange for DBS checks to be carried out for someone who is privately fostering a child and all members of the household who are aged over 16

In assessing the suitability of accommodation, the social worker should:

- inspect premises where a privately fostered child is being, or is proposed to be accommodated
- assess whether the home and immediate environment are free from avoidable hazards and have safety barriers and equipment appropriate to the child's age
- consider conditions within the premises which may have impact on child's health e.g. dampness
- assess the nature of living and sleeping facilities and the effect of possible overcrowding
- ensure that the privately fostered child will have their own bed
- check whether the accommodation arrangements reflect the child's need for privacy and space and any need resulting from disability

If there is refusal to co-operate from any person in making of the necessary checks, the Social Worker should advise the private foster carer that they cannot be recommended as suitable and advise the parents of the reason why alternative arrangements will have to be made for the child. Any further action should be undertaken to ensure the child's safety and legal advice sought if necessary.

In carrying out the assessment, the social worker should also consider the financial arrangements that have been or will be put in place between parents and the private foster carer.

Once the full assessment has been completed, the Team Manager of the Assessment and Intervention Service should quality assure the assessment and agree/amend proposed recommendations made. The assessment, with clear recommendations, will be presented to the Lead Officer for Private Fostering (Head of Assessment and Intervention) for authorisation. Where there are concerns regarding the information presented, the Team Manager will present the case to Legal Gateway (which is held weekly).

Written notice of the decision must be sent to the private foster carer and the parents, including any requirements, exemptions or prohibitions imposed within 5 working days.

## **CHECKS**

The Social Worker undertaking the assessment must arrange for DBS checks to be completed on;

- the private foster carer
- all members of the household; and, frequent visitors over 16

The private foster carer and each member of the household should be asked to provide written consent for such a check to be carried out.

The social worker should also check Liquidlogic to see whether the private foster carer or any member of the household is known to social services and/or speak to other authorities if the carer has only been present in the area for a short period of time.

DBS checks will be undertaken every 3 years.

## **IMMIGRATION STATUS**

The Social Worker should check a privately fostered child's passport to clarify the child's immigration status and that the child is lawfully present in the UK.

Where there is in any doubt about a child's immigration or nationality status the UK Visas and Immigration must be consulted.

## **AGREEMENT BETWEEN PARENTS AND CARERS**

The Social Worker should encourage the parents or person(s) with Parental Responsibility to complete a written agreement with the carer(s). Please see appendix A for a copy of the template of the Private Fostering Agreement.

As part of the written agreement, parents or person(s) with Parental Responsibility should also be encouraged to address (in writing) issues of medical consent, clear expectation of the Private Foster Carer's role, the parent's role, the role of the Local Authority, contact arrangements and any payments by the parents for maintenance of the child. This can be set out in a delegated authority form.

Both the agreement and the delegated authority must be recorded on LiquidLogic by the Social Worker.

## **VISITS**

The social worker will undertake a Regulation 8 visit to the child every 6 weeks in the first year and then every 12 weeks after that. The requirement to undertake Regulation 8 visits commences from the point of notification.

This visit will be recorded in the Private Fostering workspace on liquid logic and should be recorded as either a 6 week visit or 12-week visit (after the first year). Each visit completed under Regulation 8 will be recorded using the relevant template.

The social worker must visit the child when requested to do so by the child, private foster carer or parent.

The social worker should speak to the child alone during the visit and undertake the tasks (where relevant) as identified in **section 7.2** of this procedure.

A note of the visit must be recorded in the child's case file on LiquidLogic.

Where a child is also subject to a child in need process, then those children must also be seen a minimum of every 20 working days and their views sought and recorded. These visits are additional to Regulation 8 visits and must be clearly recorded as a CIN visit on liquid logic.

## **REVIEWS**

The reviews of the child will be chaired by a Lead IRO and the Social Worker will invite attendees.

The first will take place 3 months after the agreed suitability of the arrangement and every 6 months thereafter.

Where the child is about to reach 16 years a final review will take place to address any concerns regarding end of the arrangement and future plans.

A copy of the review will be provided to the carer and parent.

The review must be recorded on Liquid Logic by the IRO.

Barnardos are available to support the child during the review meeting and provide feedback on the review of the Private Foster Carer review.

Children subject to the Child in Need process must also have a CIN plan and CIN meetings every 8 weeks as set out Child in Need procedure. This is additional to the reviews chaired by a Lead IRO.

## **FINANCIAL SUPPORT FOR PRIVATE FOSTER CARERS**

It is the responsibility of the parent or person with Parental Responsibility to provide financially for Private Fostering Arrangements.

In very exceptional circumstances time limited or one-off payments can be made available for identified need where there are no funds being provided by the parents, or while benefit entitlements are clarified (Child Benefits and child tax credit).

These need to be clearly recorded within Liquidlogic as required under a Private Fostering Arrangement

## **LIMIT ON THE NUMBER OF FOSTER CHILDREN**

In cases where a person is privately fostering, or proposes to foster privately, more than three children who are not siblings at any one time, then that person needs an exemption from the local authority.

If a private foster carer exceeds the usual fostering limit or, where exempted, privately fosters a child not named in the exemption and in so doing exceeds the usual fostering limit he shall be treated as carrying on a children's home. Any person who carries on a children's home without being registered in respect of the home under the Care Standards Act 2000 is guilty of an offence (see section 11 of that Act).

## **REQUIREMENTS PLACED ON PRIVATE FOSTER CARERS**

Requirements can be imposed on Private Foster Carers as to:

- The number, age and sex of the children who may be privately fostered;
- The standard of accommodation and equipment to be provided for them;
- The arrangements to be made with respect to their health and safety; and

Particular arrangements which must be made with respect to the provision of care for them as required by Private Fostering National Minimum Standards.

Requirements can relate to an individual child or a category of children, e.g. those over a certain age.

The imposition of a requirement must be notified in writing with the reasons for the requirement and the notification must inform the person of his right to appeal and the time limit for doing so.

Any imposition of requirements must be recorded in Liquidlogic by the Social Worker.

## **PROHIBITIONS**

A prohibition can be imposed on persons who propose to foster privately, as well as to persons who are actually fostering a child privately.

A decision to impose a prohibition will be made by the Lead Office for Private Fostering.

The Lead Officer will notify the DfE of any prohibitions.

The prohibition can be applied if it is the opinion of the Local Authority that:

- The person is not suitable to privately foster a child;
- The premises are not suitable for private fostering; or
- It would be prejudicial to the welfare of the child for them to be, or continue to be, accommodated by that person in those premises.

A prohibition can be applied to:

- A person fostering privately any child in any premises; or
- A child in specified premises; or
- A particular child in specified premises.

A prohibition must be sent in writing to the person on whom it is being imposed, specify reasons, and contain information about the right of the person to appeal and the time in which s/he may do so.

In circumstances where a prohibition is imposed on a Private Foster Carer who already has a child living with them under a Private Fostering Arrangement, the department will exercise its duty under section 67(5) of the Children Act 1989 to consider securing care and accommodation of the child with one of the following (unless it is not in the child's best interest):

- a parent;
- any person who is not a parent of his but who has Parental Responsibility for him; or
- a relative.

Where a prohibition is being considered and the Private Foster Carer has their own or other children living with them, consideration may need to be given to assessing their needs and whether they are at risk of Significant Harm.

Persons on whom a prohibition has been imposed under Section 69 are disqualified from private fostering and from carrying on or being employed in a children's home, voluntary home, day care or childminding.

## **APPEAL PROCESS FOR PRIVATE FOSTER CARERS**

Private Foster Carers may appeal to the Family Proceedings Court within 14 days of notification of a decision to impose a requirement or prohibition, refuse to cancel a prohibition, refuse to exempt a person from the fostering limit of 3 under Schedule 7 (or impose a condition on an exemption or a variation or cancellation of such an exemption) or refuse to consent to allow a person who is disqualified to privately foster a child. Legal Services must be involved in all appeals.

## **OTHER REQUIREMENTS TO NOTIFY**

Written notification must also be made to the local authority by the private foster carer within 48 hours of any change in circumstances e.g. a change of address, a change in the household, a criminal conviction/disqualification or prohibition (see section 18 Prohibition) in relation to any person in the household or any intention to foster another child privately.

Where notification is that the private foster carers have moved to live in an area in another authority, the Social Worker must immediately pass to the new authority: the name and address of the private foster carer, the name of the child being privately fostered, the name and address of the child's parents.

Notification that a private fostering arrangement has ended must be made by the private foster carer and/or the parent within 48 hours and the Social Worker should ascertain the name and address of the person now caring for the child and his or her relationship with the child.

Any agency, such as school, health service, police become aware of a private fostering arrangement must immediately notify the local authority in writing of the arrangement and must inform the parent and private foster carer of their intention to do so.

All notifications must be made in writing.

## **NOTIFICATION OF CHILD DEATH**

Notification that a private fostering arrangement has ended due to death of a child must include the reason for the child's death. The social worker or Team Manager must notify the parents immediately.

If a child dies in private foster care and there are concerns about abuse/ neglect/ suspicious death, investigations will take place within existing Safeguarding Procedures with the procedure for Serious Case Reviews followed, if appropriate.

## **NOTIFICATION OF END OF PLACEMENT**

Parents have a duty to notify the local authority of the ending of the arrangement including the name and address of the person into whose care the child has moved.

Unless a young person has a disability, private fostering ends at 16. Children's Social Care Services will review the young person's circumstances and future plans as they approach 16. Where a young person remains with the private foster carers after the age of 16, but requires continuing support, he or she should be assisted as a Child In Need.

Where a young person requests help from the Care Leavers Team, they are entitled to leaving care support in line with leaving care offer.

## **RECORD MANAGEMENT**

The Case must be recorded as Private Fostering on Liquid Logic and all communications with the child, parents, carer etc must be recorded clearly and in accordance with the policies and practices of the Department.

The social worker must record all visits in the Private Fostering module and the completed assessment must be accessible in the pathway.

The IRO must ensure that review minutes are recorded in the Private Fostering module within 20 working days.

Case file records for children that have been privately fostered will be retained for 25 years from date of birth, unless they have been subject to a child protection investigation or been Looked After, when the retention period for these categories will be applied.

The records in relation to the assessment of Private Foster Carers will be retained for 20 years after they have ceased to foster or 3 years if their suitability was not approved or withdrawn, or 75 years if there have been any allegations made against the Private Foster Carer.

## **LEAD OFFICER FOR PRIVATE FOSTERING**

The local authority has appointed the Head of Service for Assessment and Intervention as the lead officer for private fostering.

The lead officer is responsible for monitoring the way in which the local authority meets its responsibilities in relation to private fostering. The Lead Officer will:

- ensure the Council is promoting and raising awareness of the requirements to notify the local authority of a private fostering arrangement, including with other agencies and with local authority staff;
- monitor how the Council responds appropriately to notifications received and within required timescales;
- ensure effective handling of disqualifications
- maintain oversight of policy and process for prohibiting private fostering arrangements and imposing requirements where appropriate;
- ensure that a child can be looked after by parent or relative where there is concern that the welfare of a privately fostered child is being, or would be, satisfactorily safeguarded or promoted
- deal with appeals against relevant decisions, including to refuse to consent to a disqualified person privately fostering a child, and to impose requirements and prohibitions;
- monitor how the local authority deals with situations where a private fostering arrangement has come to their attention but has not been notified in accordance with the regulations
- determine the suitability of all aspects of a private fostering arrangement in accordance with the regulations;
- assess the capacity of a proposed or actual private foster carer to look after a child and the suitability of household members
- determine whether the child who is, or is proposed to be, privately fostered poses any risk of harm to children already living in the private foster carer's household, and whether those children pose a risk of harm
- ensure that single assessments are carried out
- ensure that decisions about the overall suitability of arrangements are taken within required timescales and are signed-off at managerial level;
- ensure the local authority complies with the required timescales for subsequent visits and additional visits, as requested
- ensure that privately fostered children are seen alone at each visit, unless it is considered inappropriate, and an interpreter who is independent of the child's parents and of the private foster carer is used where the child's preferred language is not English;
- check that written reports are made on case files
- provide advice and support to private foster carer, proposed private foster carers and/or parents/carers of the child
- ensure that information and support is provided to children who are privately fostered

## **MONITORING AND REPORTING**

In order to ensure that Wirral is meeting requirements of regulations, the local authority will:

- carry out dip sample audits of case files and records in order to check:
  - compliance with statutory timescales for action taken on receipt of notification

- decision making about suitability
- whether additional visits are made when requested
- whether children are seen alone
- that written reports are made
- that decisions are signed off
- that concerns raised by children are addressed
- operation and procedures are effective and actions appropriate
- Maintain oversight and monitoring to investigate patterns of concerns raised by privately fostered children.
- The Safeguarding Unit Lead IRO will produce an annual report to the Director for Children's Services which evaluates the outcome of the work carried out with privately fostered children.
- Report annually to the Wirral Safeguarding Children Board about how the welfare of privately fostered children is safeguarded and promoted.

# Appendix 7

## Supporting Families Enhancing Futures Practice Framework

The Wirral Safeguarding Children Partnership (WSCP) developed a Practice Framework for working with children, young people and their families across levels 3 and 4 (Team Around the Family, Child in Need, Child Protection, and Children Looked After) of the Wirral Continuum of Need.

The framework has a focus on understanding how issues affect the child's lived daily experience.

The resources below are all available on the WSCP website at the following link:

<https://www.wirral safeguarding.co.uk/professionals/supporting-families-enhancing-futures/>

### Online Training Resources

Click here to access the new online training resources including:  
Effective and Smart Plans (**Page opens in a new tab**)

### Daily Lived Experience Resources

Click [here](#) to access the new daily lived experience resources including guidance and case studies for professionals, and a powerpoint presentation.

### SFEF Framework Guidance Documents

To support professionals and agencies with the introduction of the SFEF model the WSCP has introduced a programme of multi-agency training and has published a detailed Practice Guidance document and numerous other support, guidance and at-a-glance factsheets.

#### [1. Practice Guidance for Professionals](#)

The Multi-agency Guidance documents details the SFEF model and how it supports professionals working with families in the Early Help, Child in Need and Child Protection frameworks.

#### [2. Beginners Guide to SFEF](#)

Resource Documents for Professionals

#### [3. Prompt Sheets for Practitionersv2](#)

The prompt sheets document includes an overview of the principles of the SFEF model and provides guidance for working with children, parents and carers and families.

#### [Conversation starters for child](#)

#### [Conversation starters for parents and carers](#)

#### [Conversation starters to explore parent or carers readiness to change](#)

#### [Conversation starters to explore changes made or still to make](#)

#### [4. SFEF on a Page](#)

This A3 colour poster summarises the SFEF model and is designed for easy reference.

#### [5. SFEF Frequently Asked Questions](#)

#### [6. SFEF Help Sheet – Strategy Meetings](#)

#### [7. SFEF Help Sheet – Section 47 Enquiries](#)

#### [8. SFEF Help Sheet – Process to ICPC](#)

#### [9. SFEF Help Sheet – Initial Child Protection Conferences](#)

#### [10. SFEF Help Sheet – Core Group Meetings](#)

#### [11. SFEF Help Sheet – Child in Need Timescales and Process](#)

#### [12. SFEF Help Sheet – Early Help Assessment Tool](#)

#### [13. SFEF Help Sheet – Role of the Lead Professional](#)

#### [14. SFEF Help Sheet – The TAF Meeting](#)

#### [15. SFEF Help Sheet -The TAF Plan](#)

#### [16. SFEF and Children Looked After](#)

#### [17. Single Multi-Agency Assessment – Information for Partner Services](#)

#### [18. SFEF headings for health professionals to contribute to single assessment](#)

#### [19. SFEF headings for education settings contributing to single assessment](#)

#### [20. Capturing the Daily Lived Experience of a child and adult – Information for Partner Agencies](#)

#### [21. Single Assessment Best Practice Document](#)

#### [22. Best Practice SFEF Plan](#)

Below is an example of a plan from an ICPC. At the first Core Group clear timescales and responsibility for actions should be clarified.

**23. My role in communicating with a child and adult**  
**24. Information Request from Professionals to Help inform EHAT**

**Leaflets for Families**

**[CP Conference Parent Carer's Guide](#)**

**[CP Enquiries Parent Carer's Guide](#)**

**[CP Young People's Guide \(younger\)](#)**

**[CP Young People's Guide \(older\)](#)**

**Multi-agency Training**

The WSCP has developed multi-agency training for professionals. The multi-agency training introduces the SFEF framework, detailing the principles and how the model will work 'in practice' with children, young people and families. The training also practically explores how the model will influence key multi-agency meetings such as Child Protection Conferences and Core Groups.

Training courses run regularly. Places can be booked here: **<https://www.wirral safeguarding.co.uk/courses/>**

**Useful tools and videos for professionals**

The WSCP publishes copies of and links to common tools for practitioners to use when working with families to support an assessment of need:

**<https://www.wirral safeguarding.co.uk/tools-for-professionals/>**

**Guidance for using the Portal to share information for assessments**

can be found **[here](#)** (page opens in a new tab).

**Useful Links**

**<http://www.socialworkerstoolbox.com/>** includes a diverse range of free resources particularly useful for discussing parental drug and alcohol misuse, domestic violence and sexual exploitation.

**<http://www.genopro.com/genogram/symbols/>** includes information regarding symbols and how to construct a genogram

**Please note all Supporting Families Enhancing Futures and SFEF materials are copyright to the Wirral Safeguarding Children Partnership and may only be used by professionals in WSCP partner agencies.**

# Appendix 8

## SINGLE CENTRAL RECORD

Schools and colleges must maintain a single central record of pre-appointment checks. Keeping Children Safe in Education (September 2019)

The single central record is a key part of evidence that inspectors will look at when inspecting school safeguarding.

### What should be included in the Single Central Record?

The Department for Education (DfE) published statutory guidance Keeping Children Safe in Education (KCSiE) outlines the recruitment and selection processes, recruitment and vetting checks, duties of safeguarding and promoting welfare of children in education. KCSiE states the single record check must cover all staff including teacher trainees on salaried routes, agency and third party supply staff who work at the school. In colleges this means those providing education to children and for independent schools, all members of the proprietor body. In the case of academies and free schools, this means the members and trustees of the academy trust

The minimum information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- an identity check
- a barred list check
- an enhanced DBS check/certificate
- a prohibition from teaching check
- further checks on people who have lived or worked outside the UK
- a check of professional qualifications
- a check to establish the person's right to work in the UK
- a section 128 check

Colleges must record whether the person's position involves 'relevant activity' (regularly caring, training, supervising or being solely in charge of persons aged under 18)

Schools and colleges must also include whether written confirmation of relevant checks have been carried out and appropriate certificates have been obtained by the business supplying agency and third-party staff.