

Specific Safeguarding Issues:

The full document **Keeping Children Safe in Education 2023** provides further information and links about specific safeguarding issue including:

Online Safety and Sexting

Taught during theme days and lessons but 'keeping safe' messages need to be embedded throughout curriculum and wider school life. Vigilance to children's conversation can alert us to those at risk. Online usage is monitored by Jason's company CUC.

Operation Encompass

Is an initiative which aims to inform schools of police attendance at domestic incidents where children were present. It means that we can be sensitive and vigilant. If a call is received, relevant staff are informed.

Bullying including Cyberbullying

Even Bullying outside of school should still be investigated.

Prevention of bullying should be through curriculum, wider curriculum and 'nipping in the bud' issues which may lead to conflict.



The Prevent Duty

Schools are expected to have due regard to the need to prevent people from being drawn into terrorism.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. A variety of factors might make a person susceptible to radicalisation—background factors often combined with specific influences such as family, friends or online, and with specific needs for which an extremist group may appear to provide an answer.

As with other safeguarding risks, staff should be alert to changes to children's behaviour which could indicate that they might be in need of help or protection.

For any further information, or to talk through anything contained in this booklet or any other issue around safeguarding, please see Ro.



Safeguarding



At **Knotty Ash**, the Designated Safeguarding Officer (DSO) is Roanne Clements-Bedson. Other safeguarding officers are Chris England, Kath Sweeney and Ruth Carson. The Safeguarding governor is Liz Grady. **We ALL have responsibility for keeping children safe.**



In **Keeping Children Safe in Education 2023**, safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

All staff MUST read Part 1 of Keeping Children Safe in Education

We should always be guided by:

What is in the best interests of the child?



What all staff need to know:

EVERYONE should be aware of systems and procedures at Knotty Ash which support Safeguarding, including:

- The Child Protection Policy
- The Behaviour Policy
- The Staff Behaviour Policy (Code of Conduct)
- Safeguarding response to children missing from education
- The Role of the Designated Safeguarding Lead and deputies

Copies of these are in the staff room, on the Safeguarding noticeboard and in the school office.



Our responsibilities for Safeguarding fall into 3 categories:

1. Identification of emerging problems
2. Liaising with the Safeguarding Officer (Ro)
3. Sharing Information with other professionals to support early identification and assessment

...in some cases acting as the lead professional in undertaking an early help assessment (EHAT)



Remember... If a child wants to tell you something, you should NEVER promise to keep it secret BUT... you should only share it with the safeguarding team/social worker

Regional safeguarding strategies are agreed by 3 partners: Local Authority, Clinical Commissioning Group and Police

Types of abuse and neglect:



Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap.

Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by adult/s or another child/ren (peer on peer abuse.)

Remember...children may abuse other children

The most common are:

Physical abuse: hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. May also be caused when an adult fabricates the symptoms of, or deliberately induces, illness in a child.

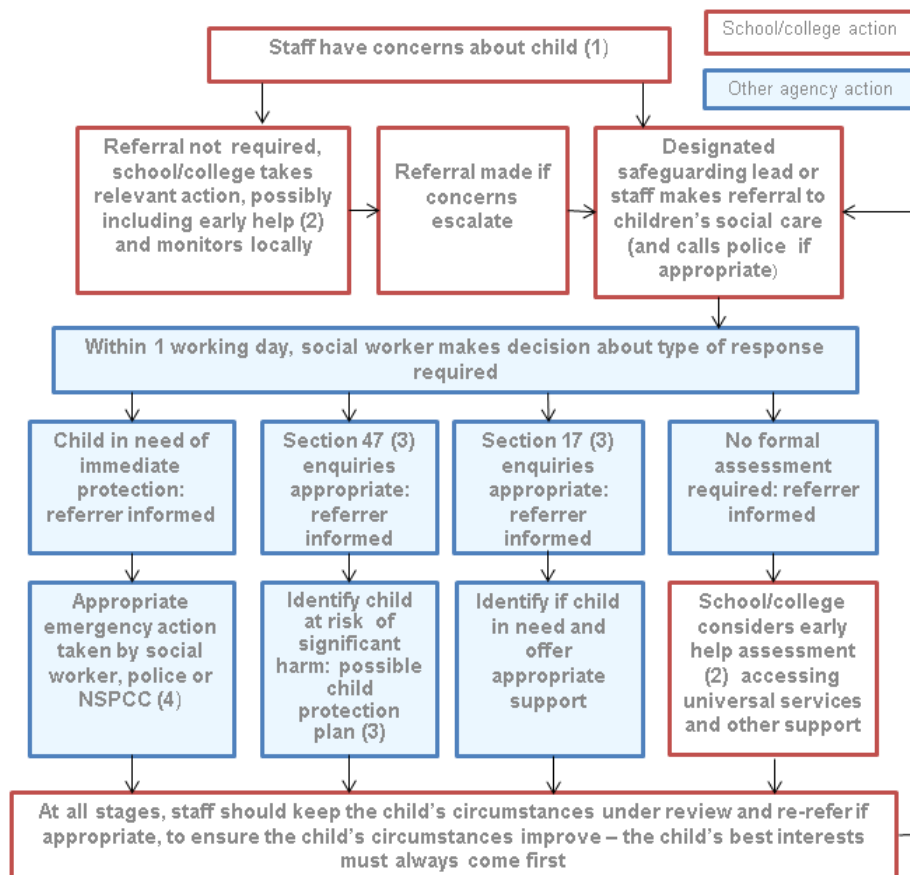
Emotional abuse: persistent emotional maltreatment of a child which causes severe and adverse effects on his/her emotional development e.g. conveying to a child that they are worthless, unloved, inadequate or valued only as they meet the needs of another person; lack of communication opportunities; developmentally inappropriate expectations imposed (too high or too low); overprotection; seeing or hearing the abuse of another; serious bullying (including cyber-bullying); intimidation; exploitation and corruption.

Sexual abuse: forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. It may be active or passive and includes grooming (including via the internet.) As with all forms of abuse, it can be perpetrated by men, women and other children.

Neglect: 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 involve failure to: provide adequate food, clothing or shelter; protect a child from physical and emotional harm; ensure adequate supervision; or ensure access to appropriate medical care. It may also include neglect of a child's basic emotional needs.

What happens next if we raise concerns?

Actions where there are concerns about a child



Keeping Children Safe in
Education 2023

Why is all this important?

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

We need to be particularly alert for potential need for help of a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have an EHCP);
- is a young carer;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered child.



CONTEXTUAL SAFEGUARDING views the wider social and community relationships of children/young people as potential risks.

What staff should do... including record-keeping:

If a child is in immediate danger or is at risk of harm, a referral should be made to Children's Social Care and/or the police immediately, on

0151 233 3700

Follow-up may be required, with Ro's guidance .

Whatever action is taken, the child's situation will continue to be monitored and further support sought (or escalation) if necessary.

If we discover that an act of **Female Genital Mutilation** may be/may have been carried out, we **MUST** report it to the police.

Pass on your concerns to Ro.

Do not question or investigate yet

If you have concerns about a child (but don't think he/she is in immediate danger), always share any information

Next steps could be:

- Monitoring, managing and review (using CPOMS)
- Referral to Early Help
- Referral to Statutory Services

Record Keeping

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. Other means of recording may be necessary in the case of our deaf children and those with specific communication needs.

At **Knotty Ash** we have 'Concern' sheets available in the office and the staffroom, which should be completed with any concern, no matter how small, and given to Ro.



If we have concerns... about a member of staff:

Always think, "It could happen here."



We have a Whistleblowing Policy, which can be found displayed around the school and on the school website.

It is crucial to report any concerns or misgivings, however upsetting.

Concerns about a member of staff should be reported to the Headteacher. Concerns about the Headteacher should be referred to the Chair of Governors—David Rushworth/ Whistleblowing Governor—Roger Phillips.

All concerns regarding staff have to be referred to the Local Authority Designated Officer (LADO) - details on Ednet website.

about Safeguarding Practices in school:

School Safeguarding Procedures

should be continually monitored and we all have a responsibility to ensure that our children are safe and protected by policy and practice. If you feel that this is not the case, then you **MUST** report your concerns to the Senior Leadership Team, to the Governors or to the Local Authority if necessary. If you have concerns but do not feel able to raise them directly, there is a NSPCC whistleblowing helpline 0800 028 0285 or email help@nspcc.org.uk

Remember:

What is in the best interests of the child?

