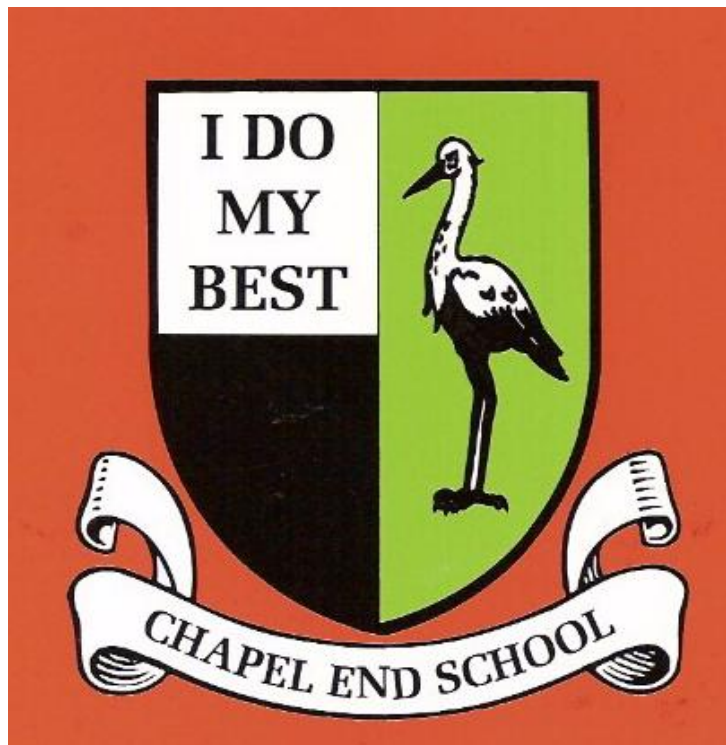




Chapel End Primary School  
and Nursery  
Safeguarding and Child Protection  
Policy

## **'Mission Statement.'**

**We aim to provide our children  
with the highest possible standard  
of education, through quality  
teaching and learning, in a happy  
caring environment.**

**We will do the best WE can to enable our children to do the  
best THEY can.**

|                              |                       |
|------------------------------|-----------------------|
| This policy was approved by: | Full Governors        |
| Date                         | Autumn 2025-2026      |
| Review Date                  | Autumn term 2026-2027 |

*This policy will remain in place for the Autumn Term of 2026-2027. Billinge Chapel End Primary School is transitioning to an Everyone Matters Schools Trust Safeguarding and child protection policy during this time.*

*All staff have received training updating them on changes to Keeping Children safe in Education 2026 and received their annual safeguarding training.*

## **Overview**

This school recognises its obligation under Section 175 of the Education Act 2002 and the children's Act 1989 and 2004, to promote and safeguard the welfare of all its pupils and sees its Child Protection and Safeguarding Policy as fulfilling a key part of this duty. Chapel End Primary School believe that all pupils, regardless of ethnicity, nationality, religion, culture, family circumstances, gender and ability, have the right to be protected. We believe that every pupil has the right to be happy, healthy and safe. Safeguarding and promoting the welfare of children is defined as, in accordance with Keeping Children Safe in Education 2019 and updates from KCSIE 2025:

***“ Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: providing help and support to meet the needs of children as soon as problems emerge• protecting children from maltreatment, whether that is within or outside the home, including online; • preventing impairment of children’s mental and physical health or development; • ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and • taking action to enable all children to have the best outcomes.”***

## **Introduction**

Chapel End Primary School fully recognises the contribution it makes to safeguarding pupils.

There are three main elements to our policy:

1. Prevention through teaching, pastoral support and strong and authentic relationships with pupils and families.
2. Procedures for identifying and reporting cases or suspected cases of abuse. Because of our day-to-day contact with pupils, school staff, and the school community, are well placed to identify and act upon signs and indications of abuse.
3. Support for pupils who may have been subject to abuse and working with families and additional agencies to address and prevent any safeguarding issues and achieve positive outcomes.

**Our policy applies to everyone in school and is explained to them during induction and re-visited annually. This applies to all staff and volunteers working in the school, community, education staff and governors. Learning assistants, mid-day supervisors, office staff, as well as teachers can be the first point of disclosure for a pupil. Concerned parents, carers or members of the community may also contact school governors, the Headteacher or Assistant**

**Headteacher if they are concerned about a pupil. All staff are required to read, comply and sign that they have understood with Part 1 of the Keeping Children Safe in Education 2025.**

Please note that if you are ever concerned about the welfare of a child or family you must contact Social Care on **01744 676767** or the out of hours number **0345 0500148**.

### **School Aims**

Our school aims underpin our procedures in school which include child protection and safeguarding.

#### **Our aims are that:-**

- Each member of our community will develop the confidence to reach his/her/their full potential in a secure, happy, challenging and rewarding environment so that each is equipped with the necessary knowledge, skills and understanding in order to fulfil his/her/their hopes and aspirations for the future.
- All members will show respect for their community and ALL others within it.

#### **We will achieve these aims by:-**

- promoting positive attitudes such as courtesy, honesty, responsibility, kindness and respect for others; encouraging people to set a good example and be good role models in everything they do
- adhering to a behaviour policy modelled on mutual respect and a culture of support
- celebrating our successes
- providing a stimulating learning environment and supporting each other in all we do
- constantly striving for high standards
- providing an environment in which everyone feels secure and is encouraged to be confident
- promoting teamwork and ensuring that all are given opportunities to contribute and that all contributions are valued; continually looking for ways in which to raise self-esteem
- promoting key skills such as communication, problem-solving, self-evaluation and the use of ICT
- ensuring that an effective partnership exists between home, school, and the wider community
- dealing with environmental issues that may have an increasing impact on our lives in the future and accepting our share of the responsibility for protecting our planet for future generations
- providing a broad, balanced and enriching curriculum ensuring that all of our children can make informed decisions
- Living out our core school values: kindness, tolerance, love, hope, resilience

and honesty

### **Types and definitions of abuse**

Abuse can take many different forms. Chapel End staff receive training to understand the different forms of abuse and their signs and symptoms.

Definitions and examples of the different forms of abuse can be found in **Appendix 1**.

The four main categories of abuse are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

In relation to 'Keeping Children Safe in Education 2025', Chapel End also recognise additional forms of abuse which children may be at risk of.

These include:

- Female Genital Mutilation or FGM
- Bullying including cyber-bullying
- Children missing from home or care
- Contextual safeguarding
- Domestic abuse (including violence, controlling and coercive behaviour)
- Drug and alcohol misuse
- Fabricated or induced illness
- Faith abuse and so-called honour-based abuse
- Gangs and youth violence
- Gender based violence/ violence against women and girls (VAWG)
- Hate
- Mental Health
- Modern Slavery
- Radicalisation and Extremism.
- Forced Marriage
- Child Sexual Exploitation or CSE
- Private Fostering
- Child Missing in Education
- Peer on Peer and Child on Child Abuse as termed in KCSIE 2022
- Sexting
- Trafficking
- Up skirting
- Children at risk from, or involved with serious violent crime including Child Criminal Exploitation
- County lines
- Grooming
- Child on Child sexual violence and sexual harassment

- Online harms including misinformation, disinformation and conspiracy theories.

Information and guidance about what to do if you are worried about a child being abused can be found at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

Designated senior Leaders and staff members will contact social care if they have concerns regarding abuse. On some occasions incidents may require the involvement of the police. Staff will reference the guidance published below to inform their decision on this:

[when-to-call-the-police--guidance-for-schools-and-colleges.pdf](#)

Chapel End Primary School is part of The Everyone Matters Schools Trust to ensure that referrals to social care are supervised within each setting.

### **Prevention**

Chapel End Primary School recognises that high self-esteem, supportive friends, positive relationships with trusted adults and robust procedural systems support prevention and early intervention when it comes to safeguarding children.

The school will therefore:

- Establish and maintain an ethos where children feel secure, encouraged to talk and are listened to;
- Ensure children know that there are adults in school whom they can approach if they are worried or are in difficulty;
- Embed skills throughout school that help children to keep themselves safe. This includes throughout the curriculum, whole school initiatives, e safety initiatives and bespoke interventions/activities.
- Include in the curriculum, materials which will help children develop a realistic perspective and appropriate attitude to the responsibilities of adult life and the treatment of children.
- Teach specific safeguarding topics within the curriculum across all year groups. Here at Chapel End, we recognise the significance of teaching children how to keep themselves safe. A comprehensive PSHE scheme (SCARF) is in place as well as specific issues dealt with through assemblies and lessons across the curriculum. E- safety is a particular focus of this.

## **Procedures**

Chapel End Primary School follows the procedures set out by the St. Helens Safeguarding Children Partnership, which are available at

[St. Helens Safeguarding Children Partnership - Home](#)

Chapel End strives to create a culture of vigilance within school. Therefore, we have clear internal procedures for dealing with safeguarding issues; these must be adopted and followed by all staff members and volunteers.

The school will:

1. Ensure it has two Designated Safeguarding Leads (Lead and Deputy) who are responsible for dealing with safeguarding issues within school. Both staff will have undertaken then training course provided by the Local Authority, The National Collage or other accredited body as minimum; this will be refreshed annually.
2. Ensure that the under 2's provision has a Dedicated Safeguarding Lead onsite during operating hours.
3. Ensure it has a team of 'Back up' DSLs to address any safeguarding concerns that may occur in the absence of the Lead and Deputy DSL.
4. Recognise the key role of the Designated Safeguarding Lead and arrange all necessary support and training for all staff and governors.
5. Receive additional training in order to best support children and their families and achieve positive outcomes regardless of individual circumstances or challenges.
6. Ensure every member of staff and every governor know the name of the Designated Safeguarding Lead and Deputy DSL and their roles and that **disclosures** are reported directly to them to deal with.

Lead DSL: Mr C. Hewitt (Headteacher) 01744 678230 [chapelend@sthelens.org.uk](mailto:chapelend@sthelens.org.uk)

Deputy DSL: Mrs C. Montrose (Assistant Headteacher) 01744 678 230  
[chapelend@sthelens.org.uk](mailto:chapelend@sthelens.org.uk)

Preschool DSLs: Mrs F. Walkden and Mrs S. Fisher

Chapel End Primary School operates a safeguarding team at Local Governing Board level. This team can be contacted at: [chapelendsafeguarding@sth lens.org.uk](mailto:chapelendsafeguarding@sth lens.org.uk)

Chapel End Primary School will, wherever possible ensure that either the DSL or Deputy DSL are on site. If at any time this is not the case, then reports will be made to a DSL by telephone call and reported to a member of staff at grade UPS3. They will always have methods of immediate communication with the DSL / Deputy DSL who will provide verbal support and return to site as soon as possible.

In the under 2's provision, a named DSL will always be on site during operating hours.

7. The Chapel End safeguarding team meet weekly and more in depth in the final week of every half term to discuss any child that has been reported on the CPOMS system. This ensure that no child can ever fall through the safeguarding net.
8. Ensure that all members of staff and volunteers are aware of the need to be alert to signs and symptoms of abuse and know how to effectively respond to a child **with immediate effect** who makes a disclosure. Staff complete a record on CPOMS. The name address, date of birth, day, date and time of incident or concern must be recorded along with a factually accurate account of the incident/concern. All concerns are then passed to the DSL verbally who assesses the action to be taken following a review of CPOMS.

Annually, staff are issued with relevant policies and procedures through the staff handbook and associated training relating to child protection and safeguarding. This is enhanced by staff attending termly contextual safeguarding training specific to school.

9. Ensure that parents and carers have an understanding of the responsibility placed on the school and staff to safeguard children in accordance with **Keeping Children Safe in Education (September 2025) and Working Together to Safeguard Children (2023)**.

*Safeguarding and promoting the welfare of children is  
everyone's responsibility.*

*Everyone who comes into contact with children and their  
families and carers has a role to play in safeguarding children.  
In order to fulfil this responsibility effectively, all professionals  
must make sure their approach is child-centred. This means  
that they must consider, at all times, what is in the **best**  
interests of the child.*

### **Keeping Children Safe in Education (September 2025)**

10. Provide refresher training for all staff every year and a Safeguarding Induction (including issuing the Child Protection and Safeguarding Policy) for new staff and volunteers so that they know:
  - i. their personal responsibilities,
  - ii. the local policy and procedures,
  - iii. the need to be vigilant in identifying cases of abuse,
  - iv. the appropriate way to take action and support a child who makes a disclosure.
11. If any member of the school community is unhappy because of the actions/lack of actions taken by the DSL then they **must** report the incident to LADO themselves. Any allegations relating to the actions of school staff including the Headteacher must be reported directly to LADO.

**Wendy Bentley LADO Secretary - 01744 671252**

The Confidential Reporting/Whistleblowing Policy set by The Everyone Matters Schools Trust provides staff with an effective procedure for reporting concerns. The purpose of the policy is to:

- encourage employees to feel confident in raising concerns and to question and act upon concerns about practice
- provide avenues for employees to raise those concerns and receive feedback on any action taken
- ensure that employees receive a response to their concerns and that they are aware of how to pursue them if they are not satisfied
- reassure employees that they will be protected from possible reprisals of victimisation if they have a reasonable belief that you have made any disclosure in good faith
- Ensure that in line with KCSIE 2025 part 4, staff are confident in raising 'Low Level Concerns' to the Headteacher or Chair of Governors if the concern relates to the Headteacher.

False or malicious allegations will be taken extremely seriously and will not be tolerated under any circumstance. If the allegation turns out to be malicious, it will

down to the Headteacher's as to whether a sanction must be issued. The LADO will also be contacted so the child's details can be recorded within the Local Authority in order to protect staff.

If an allegation is made against a member of staff, it does not mean that the staff member will automatically be suspended. The Headteacher or Chair of Governors where appropriate, will make decisions based on individual cases in conjunction with the LADO and the HR department of The Everyone Matters Schools Trust.

The confidential reporting/ whistleblowing policy is available on the staffroom noticeboard and is also in the staff handbook.

### **Whistleblowing**

**If you're a professional with concerns over how child protection issues are being handled in our school or another organisation, you can talk to us anonymously:**

**NSPCC Whistleblowing helpline: 0800 028 0285**

The Whistleblowing Advice Line offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation.



### **Roles and responsibilities of the School Designated Safeguarding Lead:**

#### **C. Hewitt Headteacher**

#### **C. Montrose Assistant Headteacher**

- The DSL has lead responsibility for dealing with any safeguarding and child protection concerns at school. It is important that someone is available at all times to deal with any concerns or offer support or guidance to staff. This means that Chapel End has implemented safeguarding systems that are robust and allow an alternative appropriate member of staff such as the deputy DSL and the SENDCo to deal with a child protection concern quickly and effectively in the DSL's absence.
- The DSL acts as a source of support, guidance and expertise when deciding how to deal with a child protection concern. This can include making a referral to an external agency, including Children's Social Care.
- The DSL receives additional training, including Level 3 training which qualifies them as the Designated Safeguarding Lead. This needs to be updated a minimum of every two years however, we recognise that it is good practice to update this annually and do so through our staff handbook procedures. The DSL also receives additional training on a wide variety of safeguarding topics to ensure they are confidently able to deal with a vast array of issues at a professional level. This is captured on the CPD records held by the Headteacher and on the school's Single Central Record.
- The DSL will deliver statutory Level 2 Safeguarding Training to all staff and long-term volunteers or students on an annual basis. The school holds a CPD record of safeguarding and child protection training. For short term volunteers and members of staff, such as supply teachers, the visitors handbook will be issued which covers safeguarding systems.
- The DSL, along with all staff, will be able to recognise signs and symptoms of abuse. However, it will be the DSL's responsibility to make an appropriate judgement on what action to take. This will be based on the concern raised

and the DSL will always make decisions in collaboration with the deputy DSL or a member of the SLT.

- The DSL will make the decision of when to offer families support and at what level. The Early Help Assessment Tool (EHAT) can gather lots of information to support children and their families but requires parental consent.
- The DSL will attend regular training and network events and keep up to date with statutory guidance and changes in legislation.
- The DSL is responsible for writing and reviewing the school's Child Protection and Safeguarding Policy and ensuring it contains relevant and up to date information. All staff and parents/carers of children who attend Chapel End Primary School have a responsibility to read and adhere to the school's Child Protection and Safeguarding Policy.
- The DSL is responsible for creating and maintaining written records of child protection and safeguarding concerns. CPOMS is used as a record keeping resource which provides a chronology for professionals. This includes any concerns that have been raised, meeting minutes or multi-agency referrals. Chapel End adheres to GDPR data protection rules and regulations; this means that individual safeguarding files will be stored and retained securely, for 18 years. However, please note, we will share information with other professionals if this is deemed to be necessary and in the best interest of the child's safety. This includes requests for information from other services such as the police or Children's Social Care. All individual safeguarding files must create an accurate and factual picture of a child and must be a tool in preventing any safeguarding concerns from escalating.
- The DSL will either complete or contribute to the S175 Audit which is reviewed and quality assured by the St. Helens Safeguarding Children's Partnership. This is a self-assessment tool which is used to ensure that school's safeguarding procedures are robust and effective.
- The DSL is aware of the St. Helens Safeguarding Children Partnership (SHSCP) and how it operates. The DSL will also attend regular training provided by SHSCP.

- The DSL will attend multi-agency meetings and provide concise and accurate written reports stating the school's perspective and professional opinion on the situation.
- The DSL will work with class teachers and other relevant members of staff in order to comprise an accurate and factual report.
- The DSL will also seek to obtain the wishes and feelings of the child or young person so their views are incorporated and shape the report.
- The DSL will attend Child Protection Conferences and will be responsible for contributing to the decision as to whether a child must be subject to a child protection plan.
- The DSL will provide written reports and contributions to external agency assessments. This can include Child and Family Assessments (social care), CAMHS assessments and Family Action Meetings (this is not an exhaustive list). Again, if sharing information is deemed to be necessary in order to ensure the safety or protection of a child, then the DSL will provide a report to the relevant agency. Parents or carers consent will be sought in most cases however there may be occasions where this is not appropriate or may compromise the safety of the child.
- The DSL will create and maintain the school's Vulnerability Risk Register on CPOMS. This is a fluid, working document which is a register of all the school's vulnerable children. This document allows the DSL and senior staff to be aware of and vigilant to individual vulnerabilities so that we can be proactive and offer families the best support possible.
- The DSL monitors attendance and checks on the welfare of children who are not in school. The Child Protection and Safeguarding Policy is directly linked to and supports the school's attendance policy.

## **Roles and responsibilities of the Deputy Safeguarding Leads in Preschool.**

### **F. Walkden DSL**

#### **S. Fisher DSL and named SEND link with the school SENDCo**

DSL's in Preschool are best situated to deal with safeguarding concerns in the Preschool setting. They have the authority to carry out the appropriate roles and responsibilities as detailed above for School DSL's and will communicate any safeguarding concerns with school senior leaders and the Everyone Matters Schools Trust safeguarding team. The Preschool DSL's will work closely with the school safeguarding team to work with outside agencies when necessary.

- With support and supervision of the school DSL and Trust safeguarding team, the Preschool DSL has lead responsibility for dealing with any safeguarding and child protection concerns at school. It is important that someone is available at all times to deal with any concerns or offer support or guidance to staff.
- With support and supervision of the school DSL and Trust safeguarding team, the Preschool DSL acts as a source of support, guidance and expertise when deciding how to deal with a child protection concern. This can include making a referral to an external agency, including Children's Social Care.
- The Preschool DSL receives additional training, including Level 3 training which qualifies them as the Designated Safeguarding Lead. This needs to be updated a minimum of every two years however, we recognise that it is good practice to update this annually and do so through our staff handbook procedures. The DSL also receives additional training on a wide variety of safeguarding topics to ensure they are confidently able to deal with a vast array of issues at a professional level. This is captured on the CPD records held by the Headteacher and on the school's Single Central Record .
- The Preschool DSL will ensure the school has delivered statutory Level 2 Safeguarding Training to all staff and long-term volunteers or students based in preschool on an annual basis. The school holds a CPD record of

safeguarding and child protection training. For short term volunteers and members of staff, such as supply teachers, the visitors handbook will be issued which covers safeguarding systems.

- The Preschool DSL, along with all staff, will be able to recognise signs and symptoms of abuse. However, it will be the DSL's responsibility to make an appropriate judgement on what action to take. This will be based on the concern raised and the DSL will always make decisions in collaboration with the school's safeguarding team.
- The Preschool DSL liaise with the school's senior DSLs and they will make the decision of when to offer families support and at what level. The Early Help Assessment Tool (EHAT) can gather lots of information to support children and their families but requires parental consent.
- The Preschool DSL will attend regular training and network events and keep up to date with statutory guidance and changes in legislation.
- The Preschool DSL is responsible for contributing to the writing of and reviewing the school's Child Protection and Safeguarding Policy and ensuring it contains relevant and up to date information especially relating to the EYFS statutory framework 2025. All staff and parents/carers of children who attend Billinge Chapel End Primary School and Preschool have a responsibility to read and adhere to the school's Child Protection and Safeguarding Policy.
- The Preschool DSL is responsible for creating and maintaining written records of child protection and safeguarding concerns. CPOMS is used as a record keeping resource which provides a chronology for professionals. This includes any concerns that have been raised, meeting minutes or multi-agency referrals. Chapel End adheres to GDPR data protection rules and regulations; this means that individual safeguarding files will be stored and retained securely, for 18 years. However, please note, we will share information with other professionals if this is deemed to be necessary and in the best interest of the child's safety. This includes requests for information from other services such as the police or Children's Social Care. All individual safeguarding files must create an accurate and factual picture of a child and must be a tool in preventing any safeguarding concerns from escalating.

- The Preschool DSL is aware of the St. Helens Safeguarding Children Partnership (SHSCP) and how it operates. The DSL will also attend regular training provided by SHSCP.
- With support and supervision of the school DSL and Trust safeguarding team, the Preschool DSL will attend multi-agency meetings and provide concise and accurate written reports stating the school's perspective and professional opinion on the situation.
- With support and supervision of the school DSL and Trust safeguarding team, the Preschool DSL will work with class teachers and other relevant members of staff in order to comprise an accurate and factual report.
- The Preschool DSL will also seek to obtain the wishes and feelings of the child or young person so their views are incorporated and shape the report.
- With support and supervision of the school DSL and Trust safeguarding team, the Preschool DSL will attend Child Protection Conferences and will be responsible for contributing to the decision as to whether a child must be subject to a child protection plan.
- With support and supervision of the school DSL and Trust safeguarding team, the Preschool DSL will provide written reports and contributions to external agency assessments. This can include Child and Family Assessments (social care), CAMHS assessments and Family Action Meetings (this is not an exhaustive list). Again, if sharing information is deemed to be necessary in order to ensure the safety or protection of a child, then the Preschool DSL will provide a report to the relevant agency. Parents or carers consent will be sought in most cases however there may be occasions where this is not appropriate or may compromise the safety of the child.
- The Preschool DSL will contribute towards the school's Vulnerability Risk Register. This is a fluid, working document which is a register of all the school's vulnerable children. This document allows the School DSL and senior staff to be aware of and vigilant to individual vulnerabilities so that we can be proactive and offer families the best support possible.
- The Preschool DSL monitors attendance and checks on the welfare of children who are not in school. The Child Protection and Safeguarding Policy is directly linked to and supports the school's attendance policy.

### **Roles and responsibilities of the Deputy Safeguarding Lead:**

- The Deputy DSL is responsible for dealing with any child protection concerns in the absence of the DSL.
- The Deputy DSL is a strategic part in the development and implementation of the school's safeguarding policies and procedures.
- The Deputy DSL also receives additional training, including the Level 3 training which qualifies them as the Designated Safeguarding Lead.

### **Roles and responsibilities of the Governing body.**

- It is the role of the Governing body to request a safeguarding overview from the Headteacher in all 6 of the Full Governing board meetings that take place throughout the year.
- The Governing body should request a detailed report in at least 3 full governing board meetings.
- The governing body must adopt and approve safeguarding policy updates on an annual basis.
- With direction from the Headteacher, the Governing body should read the most up to date version of keeping children safe in education publication and indicate that they have done so.
- With direction from the Headteacher, the Governing body should complete level 2 safeguarding training and access other relevant training such as training based upon FGM, extremism and radicalisation.

## **Early Help**

Chapel End recognises that early intervention can have a positive impact for our families and can prevent children from significant harm. We also recognise that as a school we are in a strong position to support our children and families, due to the frequency of contact we have with them as well as our strong working relationships. Therefore, we promote an Early Help Offer which is a graduated structure aimed at providing support at the appropriate and earliest level. This is in accordance with St. Helens Borough Council's Family Support Model. School is also alert to the potential for the need of Early Help for pupils who have experienced multiple suspensions, and/or are at risk of permanent exclusion, and/or are placed in Alternative provision or Pupil Referral Unit.

[St. Helens Safeguarding Children Partnership - Early Help for Families \(sthelenssafeguarding.org.uk\)](http://sthelenssafeguarding.org.uk)

*Detailed information on early help can be found in Chapter 1 of **Working Together to Safeguard Children 2023***

The four levels of need are:

Level 1 – Universal: Children and young people, including those with needs, whose needs are met by family, community and universally provided services.

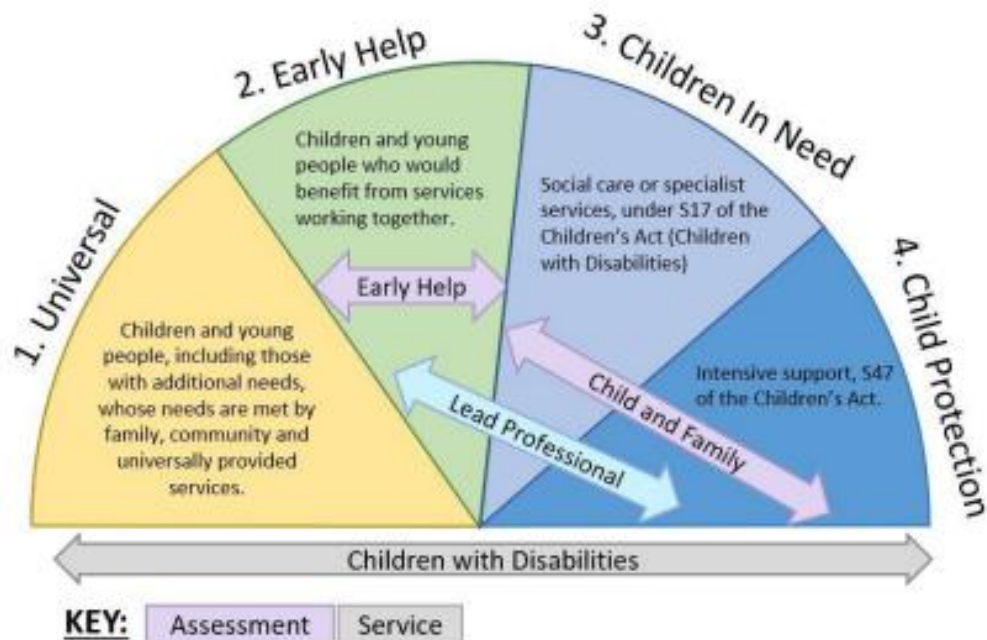
Level 2 – Early Help: Children may have low levels of need or be susceptible to poor outcomes and would benefit from additional support and services to help them overcome difficulties. At this level, professionals may offer single agency support or complete an EHAT assessment, taking account of the whole family's needs and strengths. 2024 will see the introduction of the new streamlined EHAT assessment. The changes have scaled down the length of the document making it more succinct and quicker to complete whilst ensuring we capture the necessary information to inform an effective plan.

Level 3 – Child in Need: Children have a higher or more complex level of need requiring a multi-agency response, offering targeted support to improve outcomes. Children at this level meet the legal level (threshold) for a Child in Need assessment (Section 17) and should be referred to Contact Cares using a service request form to:  
[adultandchildrenteam@sthelens.gov.uk](mailto:adultandchildrenteam@sthelens.gov.uk).

The Contact Cares Team should only be alerted via phone calls if concerns relate to level 4.

Level 4 – Child Protection: Children or young people who are experiencing very serious or complex needs, that are suffering or at risk of suffering significant harm. Their needs will be such that they require intensive support from specialist services. Children at this level meet the statutory level for Child Protection (Section 47 (1)) and should be referred to Contact Cares, telephone number 01744 676767, The

Emergency Duty Team operates outside normal office hours (Monday to Thursday 5pm to 9am, Friday 4.30pm to 9am, and weekends & bank holidays 9am to 9am) and can be contacted on 0345 050 0148 .





**Table: Description of the four levels of need**

**Level 1: Universal**

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Definition                         | <ul style="list-style-type: none"> <li>Children and young people, including those with additional needs, whose needs are met by family, community and universally provided services.</li> <li>Universal services have long(er) term involvement with majority of children and families and play a key role in helping them throughout stages of life. Universal services are best placed to help and support children and families to resolve need at this level.</li> <li>All services should help support children and families to find their own solutions.</li> <li>Sometimes children and families need more structured and focused help, for example, when they are going through challenging times. One professional may be able to provide the extra help that is needed or help the family to identify where to access the right help.</li> </ul>                                                                                                |
| Example                            | <ul style="list-style-type: none"> <li>Children and young people, who reach their full potential, make good overall progress through the care of their families, communities and the support of a range of universally provided services; this could include welfare rights, debt management, health issues or behaviour management strategies in the home.</li> <li>For instance a school nurse or learning mentor is encouraged to offer support where they can, and where formal assessment and planning is not required.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Process                            | <ul style="list-style-type: none"> <li>Each agency uses its own processes and documentation.</li> <li>This is to include a plan that is co-developed with families and monitored to see if the plan has been implemented and agreed outcomes have been achieved and, if not, what the next steps are.</li> <li>The New 2024 Early Help Assessment Tool (EHAT) checklist is available to support the consideration of information available and the agreed plan.</li> <li>All schools should have a graduated approach to identifying and responding to special educational need, one of the first responses should be high quality teaching <a href="#">(3)</a>.</li> <li>Family Hubs are available in St Helens to offer support to children, young people and their families. They provide a single place to go for support and information from a variety of services. Family hubs make it easier for families to get the support they need</li> </ul> |
| Consent                            | <ul style="list-style-type: none"> <li>Each agency will have its own process for gaining and documenting consent.</li> <li>Article 8 of the Human Rights Act 1998 states that everyone has the right to respect for his or her private and family life, home and correspondence. Workers who have access to information about children and families must therefore treat any information as confidential.</li> <li>When an individual agency identifies needs that cannot be met by their service alone, consent to refer to an appropriate service should be obtained from parents or carers.</li> <li>Advice should be sought from your safeguarding lead or line manager if the child's main carer does not hold parental responsibility.</li> </ul>                                                                                                                                                                                                   |
| Lead professional                  | <ul style="list-style-type: none"> <li>Not required.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Definitions used by other services | <ul style="list-style-type: none"> <li>Example from 0-19: Universal services from the health visitor and school nurse ensure that families can access the healthy child programme, are supported at key times and have access to a range of community services <a href="#">(4)</a></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Information sharing                | <ul style="list-style-type: none"> <li>It is important to keep accurate and reliable records so that if required, information can be shared appropriately and lawfully (providing there is the appropriate consent).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |



| Level 2: Early Help |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Definition          | <ul style="list-style-type: none"> <li>Children may have low levels of need or may be vulnerable to poor outcomes and require additional support and services to help them overcome any difficulties. Early Help can also prevent problems arising.</li> <li>Effective Early Help relies upon local agencies working together to: identify children, unborn babies included, and families who would benefit from Early Help; undertake an assessment of the need for Early Help; and provide targeted Early Help services to address the assessed needs of a child and their family, which focuses on activity to significantly improve the outcomes for the child.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                     | <ul style="list-style-type: none"> <li>Providing Early Help is more effective in promoting the welfare of children than reacting later. Early Help is working together to provide support as soon as a problem emerges, at any point in a child's life, from the unborn through to the teenage years.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Example             | <ul style="list-style-type: none"> <li>There may be concern about a number of risk factors or one specific risk factor.</li> <li>The family either require additional support over and above universal services (level 1) or may have improved and no longer be at level 3 or 4.</li> <li>The level (threshold) for statutory social care intervention is not currently met.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Process             | <ul style="list-style-type: none"> <li>Local authorities, under section 10 of the Children Act 2004, have a responsibility to promote inter-agency cooperation to improve the welfare of children.</li> <li>The procedure to be followed is the St Helens Multi Agency Early Help Standards and Criteria for Expected Standards <a href="#">(5)</a>. This procedure should be utilised for families whereby: <ul style="list-style-type: none"> <li>a) an agency or family identify a need and these needs can be met by a single agency working with the family / family network and a formal assessment is not required.</li> <li>b) an agency or family identify the need for support and assessment would support an increased understanding of the presenting needs and strengths. The agency and family agree/consent to an EHAT assessment being progressed or another form of holistic assessment.</li> <li>c) MASH recommend Early Help</li> <li>d) The family step down from Children's Social Care</li> <li>e) The family step up / step down from Level 2 Early Help</li> </ul> </li> <li>The assessment and recording are supported by the Early Help Assessment Tool.</li> <li>Additional support for the plan can be gained via TESSA and the Level 2 Panel <a href="#">(5)</a>.</li> <li>Consider targeted interventions as part of the graduated response to SEND <a href="#">(3)</a>, additional funding may be required. Learners necessitating long term interventions with personalised learning may require an Education, Health and Care (EHC) plan</li> <li>Family Hubs are available in St Helens to offer support to children, young people and their families. They provide a single place to go for support and information from a variety of services. Family hubs make it easier for families to get the support they need</li> </ul> |
| Consent             | <ul style="list-style-type: none"> <li>The consent of parents and young people of sufficient age and understanding is therefore required for agencies to share information or to hold a Family Action Meeting.</li> <li>Agencies should obtain informed consent to start the Early Help Assessment and begin to coordinate a plan of support.</li> <li>Advice should be sought from your safeguarding lead or line manager if the child's main carer does not hold parental responsibility.</li> <li>The St Helens Multi Agency Consent Form should be used to record consent to information sharing. The consent statement on the Early Help Assessment Tool system should be updated to include all agencies that are supporting the family. Where appropriate agencies own agreed consent form should be completed.</li> <li>Unless there are very exceptional circumstances, meetings should not take place without the consent of parents and children of sufficient age and understanding. See the Think Family procedure <a href="#">(5)</a>.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Lead professional   | <ul style="list-style-type: none"> <li>A lead professional is identified from amongst the group of practitioners working with the unborn, child, young person or family. The lead professional is chosen through a process of discussion and agreement between those practitioners who are involved and in consultation with the family.</li> <li>If the case is referred to the Level 2 Panel and assigned a Family Intervention Worker, the lead professional will be informed of the outcome of panel and the recommended plan. The lead professional and allocated Family Intervention Worker should meet within 5 working days to agree the plan of work.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| Definitions used by local services | <ul style="list-style-type: none"> <li>• Example from the Youth Justice Prevention Service: providing intervention to young people and their families who are identified at early onset of risk of offending or displaying antisocial behaviour in the community.</li> </ul>                                                                                                                                                                                                     |
| Information sharing                | <ul style="list-style-type: none"> <li>• Effective sharing of information between professionals and local agencies is for effective identification, assessment and service provision (see page 18 in Working Together <a href="#">(1)</a>). Participants attending the Family Action Meeting will share information documented within their report and relevant to the dimensions and domains of the Assessment Framework outlined in the Early Help Assessment Tool.</li> </ul> |

### Level 3: Child in Need

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| Definition | <ul style="list-style-type: none"> <li>• Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (Child in Need).</li> <li>• Children have a higher or more complex level of need requiring a multi-agency response offering targeted support to improve outcomes.</li> <li>• A Child in Need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Example    | <ul style="list-style-type: none"> <li>• Children in Need may be assessed under section 17 of the Children Act 1989, in relation to their special educational needs, disabilities, as a carer, or because they have committed a crime.</li> <li>• Where concerns escalate beyond Early Help, and a child's level of development/welfare is compromised, the concern can be 'stepped up' for social care interventions where appropriate.</li> <li>• Similarly, where there have been social care interventions, and needs have been addressed, it can be 'stepped down' the levels to ensure continuation of support that is appropriately provided through multi-agency arrangements, which should prevent re-escalation at a later stage.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Process    | <ul style="list-style-type: none"> <li>• Child in Need (CiN). Referrals are made using the Service Request Form which is sent to the Contact Centre on <a href="mailto:adultandchildrenteam@sthelens.gov.uk">adultandchildrenteam@sthelens.gov.uk</a>. Parents/carers consent needs to be sought before completing this. Once the service request form is received, screening is completed by the MASH Team and a decision is made as to whether to progress to the Duty Teams/Lead Practitioner for a Children and Families Assessment (C&amp;F / Single Assessment). For an example of what makes a good referral click <a href="#">here</a>.</li> <li>• Consider targeted interventions as part of the graduated response to SEND, additional funding may be required. Learners necessitating long term interventions with personalised learning may require an Education, Health and Care (EHC) plan <a href="#">(3)</a> and/or a Care, Education and Treatment Review (CETR) which are for those children and young people with learning difficulties and or autism who have been or may be admitted to a specialist mental health / learning disability hospital <a href="#">(6)</a>.</li> </ul> |
| Consent    | <ul style="list-style-type: none"> <li>• The informed consent of parents and young people of sufficient age and understanding is required for agencies to share information or to hold a multi-agency meeting.</li> <li>• Unless there are very exceptional circumstances, meetings should not take place without the consent of parents and children of sufficient age and understanding. On the occasion that meetings do take place it is essential feedback is provided to the family involved.</li> <li>• If parents or young people choose not to consent it may raise questions as to why. If parents or young people are worried or not sure, they should be encouraged to speak to the professional(s) working with them about their concerns. For further guidance see Working Together <a href="#">(1)</a>.</li> <li>• Advice should be sought from your safeguarding lead or line manager if the child's main carer does not hold parental responsibility.</li> <li>• The Multi Agency Consent Form should be used to record informed consent to information sharing and a service Request Form should be completed.</li> </ul>                                                            |

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| Lead professional          | <ul style="list-style-type: none"> <li>The assessment is completed by the lead professional who can be a social worker or one of the other services/agencies working closely with the family.</li> </ul>                                                                                                                                                                                                |
| Definitions used by others | <ul style="list-style-type: none"> <li>The same statutory (legal) definition is used by all services.</li> </ul>                                                                                                                                                                                                                                                                                        |
| Information sharing        | <ul style="list-style-type: none"> <li>The same as for Early Help</li> <li>Effective sharing of information between professionals and local agencies is for identification, assessment and service provision. Meeting participants will share information documented within their report for a Child in Need Meeting and relevant to the dimensions and domains of the Assessment Framework.</li> </ul> |

| <b>Level 4: Child Protection</b>   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Definition                         | <ul style="list-style-type: none"> <li>The Children Act 1989 introduced significant harm as the level which justifies compulsory intervention in family life and the best interests of the children.</li> <li>Local authorities have a duty to make enquiries under Section 47 of the Children Act 1989 if they have 'reasonable cause to suspect that a child is suffering or likely to suffer significant harm'.</li> <li>Children or young people who are experiencing very serious or complex needs that are having a major impact on their achievement of expected outcomes. Their needs will be such that they require intensive support from specialist services.</li> <li>Neglect is the ongoing failure to meet a child's basic needs and is the most common form of child abuse.</li> </ul>                                                                                                                                                                                                                                                                                                              |
| Example                            | <ul style="list-style-type: none"> <li>Concerns about maltreatment may be the reason for a referral to local authority Children's Social Care or may be detected during the course of providing social work services to the child and family.</li> <li>Cases of physical, sexual or emotional harm or where the child/children are experiencing neglect or have been the perpetrator or victim of a serious crime.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Process                            | <ul style="list-style-type: none"> <li>Referral is made to Contact Cares; telephone number <b>01744 676767</b> during office hours (EDT out of hours <b>0345 050 0148</b>). Screening is completed by the MASH Team. The case information is sent to statutory services for a Strategy Meeting to determine if Section 47 level is met.</li> <li>If the case is already open at Level 3, escalation is via internal processes.</li> <li>The Children and Families Assessment (C&amp;F / Single Assessment) is completed by a social worker.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Consent                            | <ul style="list-style-type: none"> <li>Where possible, informed consent should always be gained from the parent unless informing the parent or person with parental responsibility would put the child or young person at further risk.</li> <li>Advice should be sought from your safeguarding lead or line manager if the child's main carer does not hold parental responsibility.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Lead professional                  | <ul style="list-style-type: none"> <li>A social worker will be the lead professional.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Definitions used by other services | <p>The same statutory definition is used by all services.</p> <p>Other useful definitions:</p> <ul style="list-style-type: none"> <li>Section 20: Some children may require accommodation because there is no one who has parental responsibility for them, because they are lost or abandoned or because the person who has been caring for them is prevented from providing them with suitable accommodation or care. Under section 20 of the Children Act, the local authority has a duty to accommodate such children in their area <a href="#">(1)</a>. Children remanded (pre-sentencing) to a Youth Detention Centre automatically come under section 20 until or unless sentenced to custody. The Social Worker and Youth Justice Worker work collaboratively to schedule reviews <a href="#">(1)</a>.</li> <li>Section 31: where a child is in the care of the local authority, the local authority, as a corporate parent, must assess the child's needs and draw up a care plan which sets out the services which will be provided to meet the child's identified needs <a href="#">(1)</a>.</li> </ul> |

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|                     | <ul style="list-style-type: none"> <li>Section 46: Under section 46 of the Children Act 1989, where a police officer has reasonable cause to believe that a child would otherwise be likely to suffer Significant Harm, the child may be kept in or removed to suitable accommodation where they may be protected, e.g. a relative's home, a hospital, a police station, a foster home, children's home or other suitable place. When this has happened, the police officer has exercised Police Powers of Protection (PPP). No child may be kept in police protection for more than 72 hours.</li> </ul>                                                                                                                                                                    |
| Information sharing | <ul style="list-style-type: none"> <li>Effective sharing of information between professionals and local agencies is essential for identification, assessment and service provision. See also page 18 in Working Together <a href="#">(1)</a>.</li> <li>Meeting participants will be expected to provide information to a Strategy Discussion/Meeting and any subsequent Child in Need Meeting or Child Protection Case Conference/Core Groups. Any information unless confidential should be disclosed to parents.</li> <li>Information contained in the Child and Family Assessment, should be across the domains and dimensions and of the Assessment Framework and should consider/include information contained in assessments completed by partner agencies.</li> </ul> |

### **Supporting a pupil at risk**

We recognise that children who are subject to abuse in whatever form may experience a significant effect of their social and emotional wellbeing as well as their academic attainment.

Chapel End recognises that school is a stable and secure environment in the lives of our pupils. Therefore, we strive to create a safe and consistent environment.

In accordance with Working Together to Safeguard Children 2023, we recognise that some children may be considered more vulnerable/ susceptible than others.

These include:

- A disabled child and has specific additional needs
- Has special educational needs
- A young carer
- Is showing signs of engaging in anti-social or criminal behaviour
- Is in a family circumstance presenting challenges for the child such as substance abuse, adult mental health, domestic violence, and/or
- Is showing early signs of abuse and/or neglect
- Is of preschool age and unable to communicate verbally

Children with additional learning difficulties or disabilities can face additional barriers in regards to recognition of abuse. These barriers can include:

| <b>Barrier</b>                                                                                                                                                                                                                         | <b>Resolution / Additional Support</b>                                                                                                                                                                                                                             |
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| <b>Communication Difficulties</b><br>It can be significantly more challenging and unlikely for a child to disclose abuse if they have difficulties with communication.                                                                 | Speech and language interventions<br>Utilising key members of staff who have good understanding and relationships of that pupil<br>Alternative communication means such as sign language.                                                                          |
| <b>Behavioural Difficulties</b><br>Screaming, shouting, emotional distress, marks being ignored, overlooked or failure to investigate if this is considered to be 'regular behaviour for the child'.                                   | Ensure that incidents are questioned and challenged.<br>Understanding behaviours displayed such as triggers, relation to mood.<br>Individual Behaviour Plans<br>Gaining the views, wishes and feelings of the child.<br>Always questioning any marks, bruises etc. |
| <b>Physical Disabilities</b><br>Physical disabilities can present a significant barrier for some children as it can limit their independence and personal ability to keep safe.                                                        | Always questioning any marks, bruises etc. – never assuming why an injury may be present.<br>Using times such as during personal care to be vigilant against marks and bruises.<br>Ensuring open dialogue and trusting relationships at all times.                 |
| <b>Marks and Physical Injuries</b><br>Assumptions that marks relate to the child's physical disability or individual need without further exploration.                                                                                 | Always questioning any marks, bruises etc. – never assuming why an injury may be present.<br>Seeking advice from external agencies including Children's Social Care.                                                                                               |
| <b>Bullying and prejudice behaviours</b><br>Children with learning difficulties and/or physical disabilities may be more at risk of bullying and prejudice behaviour.<br>Children with SEND may be more prone to peer group isolation. | Ensuring that equality, diversity and difference is taught to all children throughout school.<br>Challenging and dealing with anti-bullying incidents immediately.<br>Supporting children with forming healthy friendships with their peers.                       |

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| <b>Cognitive difficulties</b><br><br>Some children may have difficulty understanding or recognising abuse. | Ensure PSHE and SMSC lessons are differentiated accordingly.<br><br>Clear and direct conversations to be had regularly with those who are most vulnerable. |
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Chapel End will endeavour to support every pupil through:

- a) Our prevention procedures
- b) The school's behaviour policy is aimed at supporting all pupils in our school especially those who are identified as being vulnerable. All staff will adopt a consistent approach which focuses on the offence committed by the child but does not damage the pupil's sense of self-worth. Chapel End Primary recognises that all behaviour is a form of communication and we aim to address any underlying issues through pastoral intervention and reflection.
- c) Chapel End Primary is committed to working with the appropriate agencies that best support our children and their families.
- d) We will continue to refer for children who are already open to Social Care and will exercise the St. Helens Local Authority's escalation policy when deemed necessary.
- e) When any vulnerable/ susceptible pupil leaves our school, all information will be transferred to the new school immediately and Social Care would be informed where necessary.
- f) Chapel End will work closely with the school nurse, to support any child in need.

The Safeguarding Policy links directly to the schools Attendance Policy.

If a child is absent who is deemed to be vulnerable and contact is not made with the school regarding their absence, then the class teacher or another member of staff may call to the family home to ensure the child's safety.

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

When a child is continually missing school, Chapel End will follow Local Authority procedures and will work with the appropriate agencies and seek support including Education Welfare.

Children Missing Education (CME) refers to all children of compulsory school age who are not on a school roll, nor being educated otherwise (e.g. privately or in alternative provision) and who have been out of any educational provision for a substantial period of time (usually agreed as four weeks or more).

This means all children between the ages of 5 and 16 who are not:

- Named on a school register
- Being Educated at Home
- In any other type of Education (for example college or work experience placement)
- Who have failed to attend for at least four weeks

Section 436A of the [Education Act 1996](#) requires local authorities to make arrangements to establish (so far as it is possible to do so) the identities of children who are missing education.

This means that by law the council is responsible for finding any children who are known as missing from education. Parents who do not make suitable arrangements for their child/children to access education could be subject to a [School Attendance Order](#).

Children missing education do not include:

- Children who are on holiday
- Children whose whereabouts are known by the school but are not attending school (for example if they are in hospital)
- Children who have moved to another part of the borough and are transferring schools

The Education Welfare Service follows the local authority procedure for identifying and tracing children missing education.

Refer to [cme@sthelens.gov.uk](mailto:cme@sthelens.gov.uk) for all CME enquiries. All enquiries should be sent to this email address.

- There are named CME Officers within the Education Welfare Service. The named secretary for CME officers for St. Helens is: **Helen McCabe – 01744 676636**
- There is also a dedicated CME email address for any enquiries relating to Children Missing Education. The email address is: [cme@sthelens.gov.uk](mailto:cme@sthelens.gov.uk)
- Children must be collected by a known adult from school (trusted adults are recorded on child new starter forms). Passwords are used if the child is to be collected by anyone unknown to us. Although there is no specific age limit, older children in Y5 and Y6 may be considered by their parents safe and responsible enough to make their own way to and from school. These children must not be responsible for younger children.

- Any adult with Parental Responsibility has the right to collect their child from school, unless there is a Contact, Residency or Child Arrangement Order in place, or if there are child protection concerns surrounding a parent or carer. For families with orders in place, we ask parents and carers to inform us of any such instance and provide paper evidence where necessary. **Please note we will not keep original copies of orders but may take photocopies which will be stored securely within the CPOMS system.**

The Child Protection and Safeguarding Policy is directly linked to the school's Attendance Policy.

At Chapel End Primary we acknowledge that good attendance is essential not only for academic attainment, but also to ensure the safety of the child. As a result of this, we have set procedures in place to ensure the safety of pupils through their attendance.

- If a vulnerable/ susceptible child is absent, then school will contact parents. A home visit may result.
- A child-on-Child Protection or is LAC is monitored carefully. The school will satisfy itself that there is no immediate risk of harm and will have attendance issues addressed through the CP Plan or Family Action meetings or the PEP in the case of LAC.
- When a Child is Missing Education (CME), Chapel End will follow **Education Welfare's Child Missing Education Policy and Procedures.**
- Any child who does not attend school will be contacted by 9:30am. If parents and carers cannot be contacted this will be reported to a DSL. The DSL will contact social care on 01744676767 or alternatively Merseyside Police on 0151 709 6010. This decision will be made on a case by case basis.

School must follow up on absences in a timely manner. If a child is absent for a prolonged period of time, or if a child is absent without notification from the parent or carer, attempts must be made to contact the child's parents and/or carers and alternative emergency contacts. Providers must consider patterns and trends in a child's absences and their personal circumstances and use

their professional judgement when deciding if their absence should be considered as prolonged. Consideration must be given to the child's vulnerability, parent's and/or carer's vulnerability and their home life. Any concerns must be referred to local children's social care services and/or a police welfare check requested.' EYFS safeguarding reform 2025

Billinge Chapel End Primary will always strive to put the correct interventions into place to ensure that Persistent Absentees and low attenders improve their attendance. These include working with the EWO and School Nurse.

If a pupil goes missing from the school site during the school day, the parent or carer and the Police will be informed immediately; it may also be appropriate to notify Children's Social Care.

Once a child has left the school premises, it is the responsibility of the Police and not staff to try and secure the child. Chapel End Primary School recognises that it may be more dangerous for both staff and the child, if staff were to try and secure the individual.

## **Use of Mobile Phones and Cameras in Schools**

### **For pupils:**

- Parents give their consent to access to technology at the start of school.
- Parental consent is sought for a child's image to be collected and/or shared at the start of school.
- Parents receive a text message at the beginning of every year to give them the opportunity to review their consent for photos on an annual basis.
- Pupils taking and sharing images when in school will use the school's technology eg camera or I pad and will be supervised by a member of staff. Phones are not permitted to be used at other events eg PTA disco.
- Pupils in years 5 and 6 may bring a mobile phone to school as some travel to and from school. Pupils place their phones in a box and they are stored away until home time. Photographs using mobile phones on the premises is not permitted.

**For parents and carers:**

- Parents may take videos or photographs/images of their own child for personal use.
- Sharing of images on social media of children in school is not permitted.
- Complaints or grievances must not be aired and shared on social media. Chapel End has a Complaints Policy which can address any parental concerns. The Headteacher and senior leaders in the school are always willing to hear concerns before they become complaints in order to address any issues to a satisfactory conclusion.

**For staff:**

- Staff must not take images of pupils on personal mobile phones.
- Staff can use an iPad or camera to take images on trips and then download them immediately to internal school systems so GDPR is not compromised.
- Staff must not use personal mobile phones during the school day unless they are in an area where children do not go eg staffroom at break times.
- All staff follow the policies that have been adopted by the governing body and subsequent consequences if policy is breached.

## **Safer Recruitment**

- The school follows safer recruitment procedures, including the statutory pre-employment checks on all staff working with young people.
- When jobs are advertised we consider skills, experience, attitudes and behaviours that are needed for the post.
- Adverts will always comment on our commitment to safeguarding and promoting the welfare of children. We make clear the safeguarding checks that will be undertaken including online due diligence checks in line with KCSIE 2025.
- We ensure that safeguarding responsibilities are included in the job description
- All applicants must provide personal details, current and former names, current address and current national insurance number
- Applicants must also provide details of their present or last employment and reasons for leaving, full employment history, school education, qualifications and 2 references one of which must be their last employer.
- References will be checked verbally before confirmation of employment is given.
- Applicants will also be asked to provide a personal specification detailing why they are fit for the role.
- At least one member of the shortlisting panel will have safer recruitment training
- Applicants are short listed considering their ability to fulfil the job description, no unexplained gaps in previous employment, valid referees
- Shortlisted candidates are given the opportunity to sign that they are not prohibited from teaching, included on the barred list or have a previous criminal record.
- Candidates will be assessed on their knowledge and ability to fulfil the job description by answering questions and completing set tasks.
- Successful candidates will be subject to an Enhanced DBS check with children's barred list information

- Candidates applying for leadership roles will be subject to a section 128 check
- All checks in relation to The Early Years Foundation Stage Statutory Guidance sections 3.13- 3.21 are followed in relation to safer recruitment.

### **Single Central Record**

Chapel End Primary School uses and maintains an electronic Single Central Record using 'SCR online'. This system holds information and checks on:

All staff including trainees

Agency staff

Council staff

Any visitor to the school

The Single Central record is checked monthly by the Head teacher and it is checked and signed off by the Chair of Governors at each Full Governing Board Meeting.

### **E-Safety**

ICT/ Computing in the 21st Century is an essential resource to support learning and teaching, as well as playing an important role in the everyday lives of children, young people and adults. Consequently, at Chapel End we build in the use of these technologies to equip our young people with the skills to access life-long learning and employment. E-safety involves pupils, staff, governors and parents making best use of technology, information, training and the E - safety policy has been created to maintain a safe online and ICT environment. The policy refers to the **Education for a Connected World Framework** and includes specific advice about online knowledge and skills children must have the opportunity to develop at different stages of their lives. We ensure children are taught about safeguarding, including online, through teaching and learning opportunities as part of providing a broad and balanced curriculum with Relationships Health and Sex Education. **(Mandatory from September 2020)**. Chapel End refer to the DfE Teaching Online Safety in School June 2019 for guidance when planning curriculum and how online safety fits within it, including supporting vulnerable pupils. Please read this policy in conjunction with the E-safety policy. Teaching online safety and harms is also taught to children as a whole school approach through assemblies and Safer Internet Weeks along with parental briefings at parents' evenings.

Our policies consider the content, contact and conduct approach as documented in KCSIE 2025. We also recognise the KCSIE 2022 has introduced 'Commerce' and we use our computing curriculum to educate our pupils about online gambling, phishing and financial scams. New regulations in KCSIE 2023 regarding appropriate filters within school are adhered to by Chapel End Primary working in Partnership with St Helens Computing team who ensure filters are robust and fit for purpose. At Chapel End Primary school we partner with the Computing Leader, Mrs Pickett, runs a digital leaders club allowing our children to take ownership of e-safety along with the staff governors and parents.

Regular updates are posted on the school newsletter which direct parents to our dedicated E-safety section on the school website.

### **Blended/ Remote Learning**

During times when children need to work remotely at home using digital and online materials, Chapel End will endeavour to take every action necessary to keep children safe.

Chapel End Primary will do this by:

- using a chosen teaching and learning app (Class Dodo) to communicate with families
- recording lessons and never using live streaming
- providing children with direct links to educational materials that are safe
- ensuring that every child's family receives a weekly phone call from school and never from home or a personal mobile device
- liaising with an Everyone Matters Schools Trust Educational Welfare Officer to monitor vulnerable/ susceptible children
- ensuring that staff can still contact the DSL and deputy DSL for reporting purposes
- advising parents/carers to secure their online safety using packages such as McAfee through the E-safety section of the website.
- Setting work across the curriculum that teaches children about staying safe online and at home

## **Mental Health**

All staff should also 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. 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 this child protection policy and speaking to the designated safeguarding lead or a deputy.

The DSL's at Chapel end will reference the Anna Freud National centre for children and families for guidance and support regarding mental health concerns. We will also use the services provided by the school nurse, St Helens MHST and CAMHS. We have a dedicated 'Pastoral Team' at Billinge Chapel End. Our Senior Mental Health Leader is Mrs Julie Knowles. We also liaise with outside agencies such as Listening Ear, Kooth. Qwell and the youth service to support our children.

## **Private Fostering**

Private Fostering is where a child under the age of 16 (or 18 if they have a disability) goes to live with someone who is not a close relative for 28 days or more. It is a private agreement between a parent and another adult.

A close relative includes a parent, step-parent, grandparent, brother, sister, uncle or aunt (whether blood related or through marriage). Private foster carers may be from the extended family such as a cousin or great aunt, a friend of the family, the parent of a friend of the child or someone previously unknown to the child's family.

Examples of private fostering could include:

- Children or young people who are sent to this country for education or health care by their parents from overseas.
- Teenagers living with a friend's family because they do not get on with their own family.
- Children living with a friend's family because their parents study or work involves unsociable hours, which makes it difficult to use ordinary day care or after school care.
- Children staying with another family because there has been bereavement, serious illness or their parents have divorced or separated.
- A child from overseas staying with a host family while attending school or overseas students at boarding school who do not stay with a host family during the holidays.

Education and other professionals have a duty to notify the Local Authority and Children's social care when they believe there is a private fostering arrangement and they are not satisfied that the Local Authority has been or will be notified by the parent or carer.

Private Foster carers also have a responsibility to notify the Local Authority.

If a member of staff or any individual believes that a child is being privately fostered, they must contact

Children's Social Care or inform the Designate Senior Lead who will make the referral.

## **Female Genital Mutilation or FGM**

Female Genital Mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. It occurs mainly in Africa and to a lesser extent, in the Middle East and Asia; however, children living in the United Kingdom are still at risk of this form of abuse. Although it is believed by many to be a religious issue, it is in fact a cultural practice. There are no health benefits to Female Genital Mutilation. Communities particularly affected by FGM in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan. In the UK, FGM tends to occur in areas with larger populations of communities who practice FGM, such as first-generation immigrants, refugees and asylum seekers.

### **Key Points:**

- It is NOT a religious practice.
- Occurs mostly to girls aged 5-8 years old; but up to around 15.
- It has been a criminal offence in the United Kingdom since 1985.
- Offence since 2003 to take girls abroad
- Criminal penalties include up to 14 years in prison. Reasons for this cultural practice include:
  - Cultural identity – an initiation into womanhood.
  - Gender identity – moving from a girl to a woman – enhancing femininity
  - Sexual control – reduce the woman's desire for sex
  - Hygiene/cleanliness – un mutilated women are regarded as unclean. **Risk**
- **Factors include:**
  - Low level integration into UK society
  - Mother or sister who has undergone FGM
  - Girls who are withdrawn from PSHE
  - A visiting female elder from the country of origin
  - Being taken on a long holiday to the family's country of origin
  - Talk about a 'special' event or procedure to 'become a woman' High Risk Time

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

Although it is difficult to identify girls before FGM takes place, where girls from these high-risk groups return from long periods of absence with symptoms of FGM, advice must be sought from the police or social services. It is a mandatory reporting duty under section 5B of the Female Genital Mutilation Act 2003 (as inserted section 74 of the Serious Crime Act 2015) there is a statutory duty upon school staff to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM has been carried out on a girl under 18.

Post FGM symptoms include:

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

Longer term problems include:

- Difficulties urinating or incontinence
- Frequent or chronic vaginal, pelvic or urinary infections
- Menstrual problems
- Kidney damage and possible failure
- Cysts and abscesses
- Pain when having sex
- Infertility
- Complications during pregnancy and childbirth
- Emotional and mental health problems

### **Forced Marriage**

There is a clear difference between 'forced marriage' and 'arranged marriage'. Arranged marriages have worked well in society for many years. An arranged marriage is when families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

A forced marriage is when one or both parties do not consent to the marriage, and people are forced into marriage against their will. Forced marriage is an abuse of human rights. Both physical and emotional abuse may be used to coerce people into the marriage.

In law both parties to a marriage must validly consent to the marriage, the minimum age a person is able to consent to a marriage is 16. A Force Marriage Protection Order can be obtained from a Family Court in order to protect victim, both adults and children from a potential forced marriage or people who are already in a forced marriage.

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

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

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

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

Forced Marriage is an offence and if this is happening to a child under the age of 18 it is considered to be child abuse. If you suspect that a child or young person is being forced to marry then you must share your concerns with the Designated Senior Lead (DSL) who will make appropriate contact with Children's Social Care or the Police.

The Forced Marriage unit can be contacted for advice and help in making the referral. Telephone **020 70080151**

### **Radicalisation and Extremism**

Radicalisation is a phased and complex process in which an individual or a group embraces a radical ideology or belief that accepts, uses or condones violence, including acts of terrorism, to reach a specific political or ideological purpose.

Extremism is defined by the Government in the Prevent Strategy (2010) as:

Vocal or active opposition to fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

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

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

Extremism is defined by the UK Government 2024 as:

The promotion or advancement of an ideology based on violence, hatred or intolerance that aims to:

- Negate or destroy the fundamental rights and freedoms of others; or
  - Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
  - Intentionally create permissive environment for others to achieve the results in or
- The types of behaviour below are indicative of the kind of promotion or advancement which may be relevant to the definition, and are an important guide to its application.

### Indicators of vulnerability/ susceptibility include:

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

(This is not an exhaustive list, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism).

Chapel End Primary's work reflects the government **PREVENT** strategy (July 2015 updated 2023) in their approach to radicalisation and extremism. Staff are required to read elements of the prevent strategy relating to school and education. Any concerns regarding radicalisation or extremism in children and young people must be passed onto the school's single point of contact or SPOC.

The SPOC will then refer on to the local PREVENT officer, Children's Social Care and/or the Police. The PREVENT single point of contact (SPOC) in school is the Designated Senior Lead **Mr C.Hewitt** The PREVENT officer for St. Helens is **Georgia Lee** with development officer being **Collin Murray**

In relation to the threat of terrorist attacks, Chapel End has considered advice from DfE in relation to risk assessments for out-of-school trips. All risk assessments are discussed with the Headteacher before authorisation of the trip takes place.

## **Child Sexual Exploitation and Child Criminal Exploitation**

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are

### **Warning Signs and Symptoms of Child Sexual Exploitation**

- Can be difficult to identify and can be mistaken for 'normal' teenage behaviour
- Be involved in abusive relationships
- Hang out with groups of older people, anti-social groups or with other vulnerable peers
- Associates with other young people involved in sexual exploitation
- Get involved in gangs, gang fights, gang memberships
- Have older boyfriends or girlfriends
- Spend time at places of concern such as hotels or known brothels
- Not know where they are because they have been moved around the country
- Go missing from home, care or education
- Have expensive items such as mobile phones that they can't or won't explain.
- Be very secretive about what they are doing online
- Have access to drugs or alcohol.
- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;

- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

How do we manage suspected cases of Child Sexual Exploitation?

Chapel End will respond to suspected cases of Child Sexual Exploitation in relation to St. Helens safeguarding procedures.

St. Helens Safeguarding Children's Board has its own subgroup dedicated to CSE known as Multi Agency Child Sexual Exploitation group(MACSE)

If a child or young person is at risk or suspected of being sexually or criminally exploited, concerns must be passed on to the Designated Senior Lead **Mr C.Hewitt or Mrs C.Montrose** immediately. The child or young person will then be referred onto the Police and contact may also be made with Children's Social Care.

Referral forms can be found on St. Helens Safeguarding Children's Board website within the Pan Merseyside Multi Agency Protocol Child Sexual Exploitation 2020 or a copy can be requested from the Designated Senior Lead within School.

### **Domestic Abuse**

Chapel End Primary school work with Merseyside Police as part of **Operation Encompass**. We recognise that we may be the first point of contact for children after they have been subject to a domestic abuse situation in the home. It is the responsibility of the Designated Safeguarding Lead **Mr C. Hewitt** to ensure that encompass reports are checked on a daily basis and to keep secure records on CPOMs and shared with relevant staff members.

**The Merseyside Police designated Officer for Encompass is: David Carney-Howarth OBE.**

## **Child on Child abuse**

Our school puts in place safeguards to reduce the likelihood of peer on peer and child on child allegations. There is an established ethos of respect, friendship, courtesy and kindness with a clear, high profile Behaviour Policy which sets out our expectations, rewards and consequences for unacceptable behaviour together with visible staff presence.

### **Definition**

There is no clear boundary between incidents that must be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this must not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this must be regarded as abusive whether or not severe harm was actually caused. Peer on peer abuse should never be passed off as 'banter' or 'part of growing up'.

### **Risks**

Children are vulnerable/ susceptible to abuse by their peers. Such abuse must be taken as seriously as abuse by adults and must be subject to the same child protection procedures.

Professionals must not dismiss abusive behaviour as normal between young people and must not develop high thresholds before acting.

Professionals must be aware of the potential uses of information technology for bullying and abusive behaviour between young people.

Professionals must be aware of the added vulnerability/ susceptibility of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have

witnessed or been subjected to **physical or sexual abuse**, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or at risk of suffering, **Significant Harm** and in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

### **Protection and action to be taken**

It is not enough to respond to incidents as they arise: all agencies that work with children must strive to create an environment that actively discourages abuse and challenges the attitudes which underlie it. Agencies must have a policy on bullying, and on sexual and racial harassment. They must also consider the effect of adult behaviour on children who may view them as role models.

Any professional who feels that a young person has abused another child or young person must notify school's child protection officer, without delay.

The Chapel End safeguarding team will consider:

- Whether the alleged perpetrator seems to pose a continuing risk to any child;
- How to protect any child who appears to be at immediate risk of significant harm;
- Whether **Section 47 Enquiries** must be initiated (or continued if they have already begun) and how they must be handled; and
- What action must be taken in respect of the alleged perpetrator, for example arranging a risk management meeting.

It is important to co-ordinate action to address these issues: no agency must initiate action that has implications for another agency without appropriate consultation unless this is unavoidable in order to protect the safety of a child.

The management of safeguarding can be further explained in the Keeping Children Safe in Education Document 2025. At Chapel End, our 3 safeguarding partners are:

**Local authority (LA)**  
**Clinical commissioning group within the LA**  
**Chief office of police within the LA**

In cases where peer on peer abuse is identified we will follow our child protection procedures, recognising that both the victim and perpetrator will require support.

We recognise that peer on peer abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence
- Technology can be used by for bullying and other abusive behaviour
- Child on child sexual violence and sexual harassment.
- Up skirting

There are a number of factors that make children more vulnerable to peer on peer abuse: experience of abuse within their family; living with domestic violence young people in care; children who go missing; children with additional needs (SEN and/or disabilities).

Research tells us girls are more frequently identified as being abused by their peers, girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs. There is an increasing evidence base emerging on the sexual exploitation of boys (both by adults and peers). We recognise that both boys and girls experience peer on peer abuse but they do so in gendered ways.

## **Sexting**

The school recognises that 'sexting' is a growing concern amongst professionals and parents as it can expose children to risks, particularly if the imagery is shared further. It can lead to embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing images of under-18's is also illegal.

There is no clear definition of what is 'sexting' and indeed many professionals, young people and parents have different interpretations ranging from sending flirty messages to sending nude or semi-nude photographs via mobiles or over the internet.

This guidance is based on the UKCCIS Sexting in Schools and Colleges guidance 2018. The full guidance is located at UKCCIS 2018 Guidance. This guidance covers:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created

by another person under the age of 18 It does not cover:

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

The term youth produced sexual imagery has been adopted to provide some clarity and to distinguish it from imagery where there are adults involved in some manner.

The purpose of this guidance is to make expectations clear to pupils and their parents and carers as well as to be clear to staff about the school's policy and procedure in responding to incidents.

This policy forms part of our school's safeguarding arrangements and our response to concerns about 'sexting' will be guided by the principle of proportionality and our primary concern at all times is the welfare and protection of the children and young people involved.

The school recognises that it is an offence under the Sexual Offences Act 2003 to possess, distribute, show and make indecent images of children (a child being under 18 year) but it does not define what is indecent.

However, the police accept that the law which criminalised indecent images of children was created before the technological advances of today and it originally sought to protect children from adults. It was not intended to criminalise children. Despite this, children who share sexual imagery of themselves or peers are breaking the law and therefore we will seek to manage this type of case appropriately.

All professionals including the National Police Chiefs Council agree that incidents involving youth produced imagery must primarily be treated as a safeguarding issue. It is agreed that we must not unnecessarily criminalise children as the consequence of this can be significant in terms of their life chances in adulthood. Where children do share images, it is often as a result of natural curiosity and exploring relationships and in the context of the digital world we live in. The school is therefore empowered to deal with the majority of these incidents without involving the police.

## **Up skirting**

The school recognises that up skirting is a growing concern amongst professionals and parents and it can expose children to risks. Definition of Up skirting: Up skirting is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or harm.

Victims will be re-assured and taken seriously and supported and kept safe. The referral process will take place as set out in paragraph 36 in Part one of the KCSE. If staff are in any doubt they would speak to the DSL or Deputy DSL

The school may become aware of the issue in a variety of ways i.e. from the child direct, a friend of parent or a member of staff. We recognise that the child is likely to be very embarrassed and worried about what might happen. We also recognise the pressure that is on a child can be under to take part in sharing such imagery but we will reassure them they are not on their own and will help and support them. We will also help them to understand what has happened and the context for the concerns. We will also discuss issues of consent and trust within healthy relationships.

All incidents will be followed in line with our safeguarding and child protection policy. Where an incident comes to our attention:

- The incident will be reported to the Designated Safeguarding Lead (DSL) as soon as possible.
- An initial meeting with the appropriate school staff will be held to:
- Establish if there is immediate risk & what further information is needed, whether or not the imagery has been shared
- Consider facts about the children involved which could influence a risk assessment.
- A meeting with the young person will be held (if appropriate)
- Parents will generally be informed at an early stage

An immediate referral to children's social care and/or the police must be made if at the initial stage:

- The incident involves an adult
- The child has been coerced, blackmailed or groomed or if there are concerns about capacity to consent
- If the sexual acts are unusual for the developmental age or violent
- Children under 13 years are involved
- The child is at immediate risk e.g. suicidal or self-harming

Where the above do not apply then the school will generally deal with this matter without involving the police or children's social care although this will be subject to review.

This decision is made where we are confident that we have sufficient information to assess and manage any risks within our pastoral support and disciplinary framework. The decision will be made by the DSL and others as appropriate and will be recording.

## **Child on child sexual violence and sexual harassment**

At Chapel End Primary we have an effective preventative education programme with a whole school approach that prepares children for life in modern Britain. We have a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of school life. This is underpinned by the school's behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the whole curriculum. The curriculum has been developed according to the appropriate age and stage of development. (especially when considering SEND children and their cognitive understanding), and may tackle such issues as:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment.

We follow guidance in **Part 5 of the Keeping Children Safe in Education 2025** on how we must respond to reports of child on child sexual violence and sexual harassment.

Further information can be found in the extra publication on sexual violence and harassment between children in schools and colleges - Sexual violence and sexual harassment between children in schools and colleges which covers:

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

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

## Responding to children who display sexualised behaviour

It's important to be able to distinguish developmentally typical sexual behaviours from those that may be problematic or harmful, and make sure children get appropriate support. Always consider the child's holistic needs and safeguarding concerns alongside any sexualised behaviour and follow due procedures accordingly. This guide is a tool to support objective decision making about a child or young person's sexual behaviour and does not replace professional judgement or policy and legislation. Visit [nspcc.org.uk/hsb](https://nspcc.org.uk/hsb) for more information.

### Need advice?

Contact our helpline for advice and support:

- Call **0808 800 5000**
- Email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- Visit [nspcc.org.uk/helpline](https://nspcc.org.uk/helpline)

### Childline

For children who need further support our free, confidential helpline is available 24/7:

- Call **0800 1111**
- Visit [childline.org.uk](https://childline.org.uk)

| Developmentally typical                                                                                                                                                                      | Problematic                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                       | Harmful                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                            |
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| Hackett Continuum                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                            |
| Normal                                                                                                                                                                                       | Inappropriate                                                                                                                                                                                                                                                                                                                | Problematic                                                                                                                                                                                                                                                                                                           | Abusive                                                                                                                                                                                                                                                                                                                                              | Violent                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"><li>• Developmentally expected and socially acceptable behaviour</li><li>• Consensual, mutual and reciprocal</li><li>• Decision making is shared</li></ul> | <ul style="list-style-type: none"><li>• Single instances of developmentally inappropriate sexual behaviour</li><li>• Behaviour that may be socially acceptable within a peer group but not in wider society</li><li>• May involve an inappropriate context for behaviour that would otherwise be considered normal</li></ul> | <ul style="list-style-type: none"><li>• Developmentally unusual and socially unexpected behaviour</li><li>• May be compulsive</li><li>• Consent may be unclear and the behaviour may not be reciprocal</li><li>• May involve an imbalance of power</li><li>• Doesn't have an overt element of victimisation</li></ul> | <ul style="list-style-type: none"><li>• Intrusive behaviour</li><li>• May involve a misuse of power</li><li>• May have an element of victimisation</li><li>• May use coercion and force</li><li>• May include elements of expressive violence</li><li>• Informed consent has not been given (or the victim was not able to consent freely)</li></ul> | <ul style="list-style-type: none"><li>• Physically violent sexual abuse</li><li>• Highly intrusive</li><li>• May involve instrumental violence which is physiologically and/or sexually arousing to the perpetrator</li><li>• May involve sadism</li></ul> |

### How to respond

- Although green behaviours are not concerning, they still require a response
- Listen to what children and young people have to say and respond calmly and non-judgementally
- Talk to parents about developmentally typical sexualised behaviours
- Explain how parents can positively reinforce messages about appropriate sexual behaviour and act to keep their children safe from abuse
- Signpost helpful resources like our 'Talk PANTS' activity pack: [nspcc.org.uk/pants](https://nspcc.org.uk/pants)
- Make sure young people know how to behave responsibly and safely

### How to respond

- Amber behaviours should not be ignored
- Listen to what children and young people have to say and respond calmly and non-judgementally
- Consider the child's developmental age as well as their chronological age, alongside wider holistic needs and safeguarding concerns about the problematic sexualised behaviour
- Follow your organisation's child protection procedures and make a report to the person responsible for child protection
- Your policy or procedure should guide you towards a nominated child protection lead who can be notified and will provide support
- Consider whether the child or young person needs therapeutic support and make referrals as appropriate

### How to respond

- Red behaviours indicate a need for immediate intervention and action
- If a child is in immediate danger, call the police on 999
- Follow your organisation's child protection procedures and make a report to the person responsible for child protection
- Your policy or procedure should guide you towards a nominated child protection lead who should be notified and will provide support
- Typically referrals to children's social care and the police would be required. Referrals to therapeutic services should only be made once statutory services have been informed and followed due procedures

**NSPCC**  
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J20181279.

### **Serious Violent Crime**

Staff have been made aware of indicators which may signal that child are at risk from or involved with serious violent crime. This may be:

- Increased absence from school
- A change in friendships or relationships with older individuals or groups
- A significant decline in performance
- Signs of self-harm
- Significant change in wellbeing
- Signs of assault, or unexplained injuries
- Unexplained gifts or new possessions could also indicate that individuals are involved with criminal networks or gangs.

### **Adverse Childhood Experiences**

Adverse Childhood Experiences (ACEs) are “highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, and breaches of, the young person’s safety, security, trust or bodily integrity.” (Young Minds, 2018).

#### **Examples of ACEs:**

- Physical abuse
- Sexual Abuse
- Emotional Abuse
- Living with someone who abused drugs
- Living with someone who abused alcohol
- Exposure to domestic violence
- Living with someone who has gone to prison
- Living with someone with serious mental illness
- Losing a parent through divorce, death or abandonment

At Chapel End Primary School, any child who is thought to have experienced an adverse childhood experience will be monitored on the school safeguarding system, CPOMS. We will work with CAMHS support in order to support any child who has suffered a traumatic experience at home.

### **Safeguarding staff and pupils against COVID 19**

Chapel End Primary School will always follow the guidelines set out by the DFE regarding regulations and restrictions relating to the COVID 19 pandemic. The school will work closely with St Helens Local Authority to ensure that all staff children and parents are as safe as possible.

### **Child abduction and Community Safety**

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. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

At Chapel End Primary School we operate a child collection form system. Parents and carers must list all of the people who are authorised to collect their child from school and indicate if the child is in Years 5 or 6 if the child can walk home alone.

### **Use of School facilities by outside agencies**

If an allegation is made about an adult working for an outside agency or contractor on school site Chapel End Primary school will:

Assess if the person:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

If any concerns are found, the school would contact LADO for immediate support.

Parents who would wish to raise a concern about an adult using school facilities outside of term time would report to **Mr C. Hewitt** at [ChapelEndSafeguarding@sthelens.org.uk](mailto:ChapelEndSafeguarding@sthelens.org.uk)

If it is found that a child has been harmed or is in immediate risk of harm, Social Care Services or the Police will be contacted.

With regards to supply teachers, allegations would be referred to the agency of which they are under employment with, who will then action their own safeguarding policies and procedures.

Outcomes of investigations would include:

Substantiated: there is sufficient evidence to prove the allegation

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject of the allegation

False: there is sufficient evidence to disprove the allegation

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

Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

### **Smoking and Vaping**

Smoking or vaping are not permitted on school grounds. If a member of the school community observes this it is to be reported to a DSL who will contact the person responsible and reinforce this message.

### **Safeguarding EYFS specific**

Billinge Chapel End Primary School and Preschool recognises the statutory guidance published in the Early Years Foundation Stage Framework 2025 section 3.

Sections 3.4 to 3.6 are covered in this policy.

Section 3.7 – 3.8 are covered in this policy and the linked complaints policy and whistleblowing policies.

Sections 3.9-3.21 are covered in this policy and the school safer recruitment policy

Section 3.27 is covered by the school medicines policy.

Section 3.28 and 3.29 are covered in this policy.

Sections 3.30- 3.33 are covered in this policy

Section 3.34-3.35 are covered in the EYFS supervision policy.

Sections 3.36-3.39 are covered and within the setting we aim for all EYFS staff to have, as a minimum, online paediatric first aid training, with the preference being face to face level 3 paediatric first aid training.

In 2025-2026 the following qualifications apply

Level 3 face to face paediatric first aid training: F. Walkden, S. Fisher, K. Carter. L. Holt. C. Montrose, V.Newton, K.Pickett, R.Gannon, H.Chisnall.

Online paediatric First Aid training: I. Fee, S. Spottiswood

Section 3.41.

Each child within our preschool setting is allocated a key worker. This person must have a minimum of a level 2 qualification.

Sections 3.42- 3.56

The EYFS settings at Billinge Chapel End Primary School and Preschool adhere to the set ratios detailed in the statutory guidance.

Section 3.57- Before and afterschool care along with holiday care is not available for children under the age of 2 years old. Where 3 year old children access wrap around care ratios and staff qualifications are in line with statutory guidance.

Sections 3.58 – 3.61 are covered in the school medicines policy

Sections 3.62-3.72 are covered in the food and nutrition policy.

Sections 3.73-3.75 are covered in the EYFS behaviour policy and biting policy.

Section 3.76- Special Educational Needs is overseen by the school SENDCo Mrs C. Montrose. The named worker for SEND within the Preschool setting is S. Fisher. They will consult with the School SENDCo when advice and support for children with SEND needs are in need of support.

Section 3.77/3.88 – A first aid box is located in the Preschool kitchen and in the Nursery. Procedures are in place for reporting injuries to parents and EYFS specific record sheets are kept.

Sections 3.79-3.80- It is the responsibility of the Headteacher to ensure that the safety of the premises meets the requirements needed to be in use as a public building. This is achieved through risk assessments and health and safety checks supported by Jeanee Fairbrother Health and Safety Associates.

Sections 3.81-3.83- Both indoor and outdoor spaces are of sufficient size and meet the requirements detailed in the statutory guidance.

Section 3.84 is covered in the Sleeping policy.

Section 3.85- At Billinge Chapel End preschool there is a dedicated room for children under the age of 2 years old.

Section 3.86- There are adequate toileting and changing facilities for both children and adults with children's privacy being considered detailed in the intimate care policy.

Section 3.87 – The EYFS settings are organised so that all areas of this section are adhered to.

Section 3.88 – The School is covered by Risk Protection arrangement and has up to date public liability insurance.

3.89 -3.90- Any outings with children in EYFS require a risk assessment that must be signed off by the Headteacher before the trip takes place.

Section 3.91- EYFS risk assessments are in place and maintained in the EYFS at Billinge Chapel End Primary School. See EYFS risk assessment documents held by the School Headteacher.

Sections 3.92-3.95 are covered in this safeguarding policy and the linked school GDPR policy.

Section 3.96- Information about each child is held on the secure school SIMS database.

Section 3.97- Parents are informed about the EYFS setting through a bespoke policies and procedures welcome booklet held by the Headteacher and given to parents as their child starts within the setting and is also available on the school website.

Sections 3.98-3.99 are covered in the Everyone Matters Schools Trust complaints policy.

Section 3.100 – Inspection reports will be made available to parents:

During child induction

Upon request

By visiting the school website

Section 3.101 – The setting registration certificate for the under 2 provision will be displayed in the foyer of the preschool setting.

Sections 3.102-3.105- Any changes to the setting will be reported to OFSTED and legal duties will be adhered to.

EYFS policies that support the safeguarding policy:

Admissions Policy

Biting Policy

Food and Nutrition Policy

Missing child Policy

Promoting positive behaviour Policy

Sleep and rest Policy

Bottles, cups, Dummies Policy

Dropping off and Collection Policy

School Medicines Policy

Infection Control Policy

Intimate Care Policy

Staff supervision Policy

Teaching and Learning Policy

## **Appendix**

### **Categories and Definitions of Abuse Neglect and Exploitation**

#### **Physical Abuse**

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts. Types of physical abuse include:

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

#### **Emotional Abuse**

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

- Conveying they are worthless, unloved, inadequate or only valued insofar as they meet the needs of another person.
- Not giving a child opportunity to express their views, 'making fun' of what they say or how they communicate.
- Inappropriate expectations for their age or development – including overprotection.
- Seeing or hearing the ill treatment of other such as domestic violence or abuse.
- Serious bullying and causing the child to feel frightened or in danger.
- Exploitation or corruption of children.
- All types of ill-treatment of a child. Even if a child is subject to another abuse from another category, they will still experience a level of emotional abuse.

#### **Neglect**

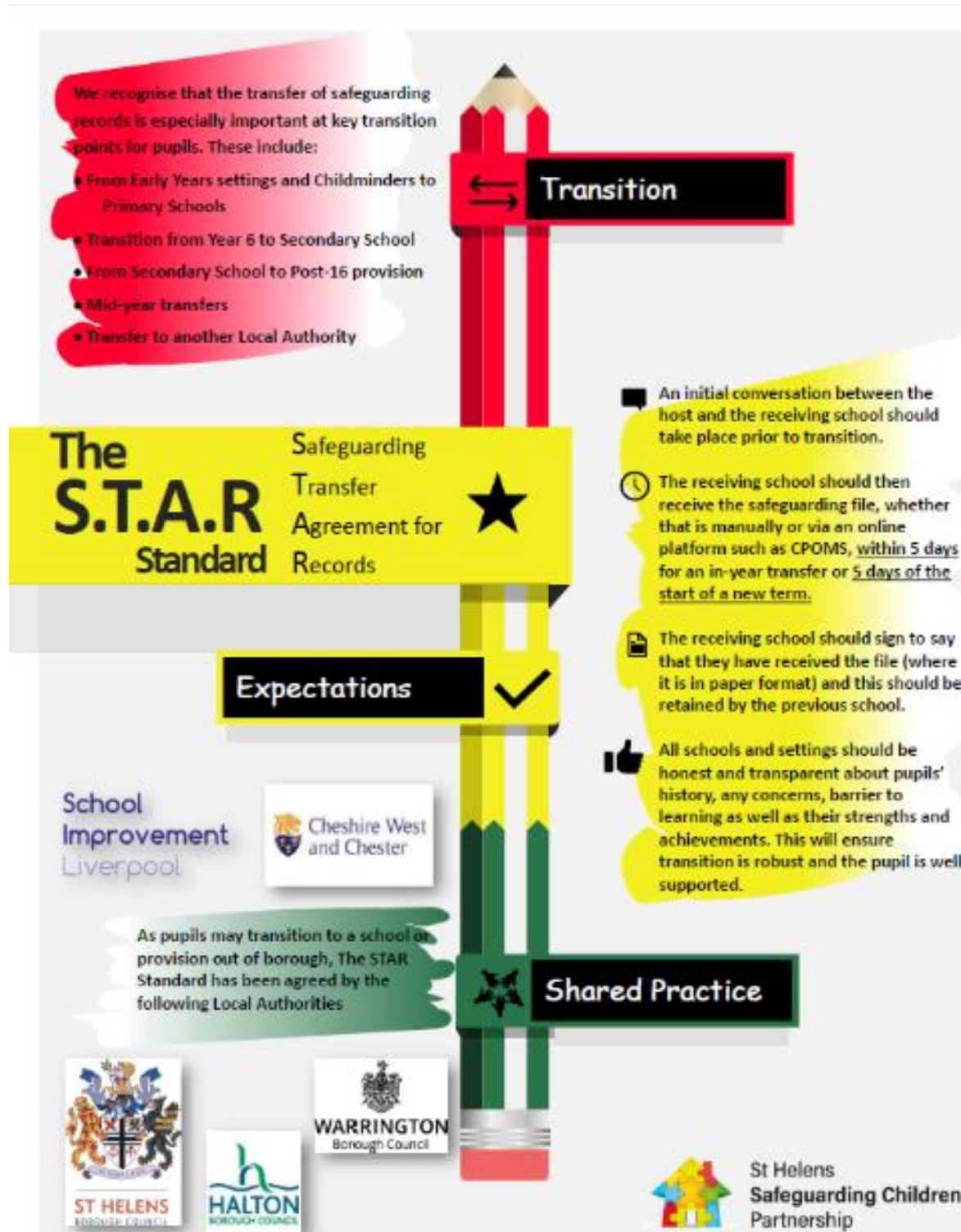
Neglect is the persistent failure to meet a child's basic physical, developmental and/or psychological needs, likely to result in the serious impairment of a child's health or development. This can also occur during pregnancy as a result of parental substance misuse. This includes when a parent or carer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

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

## **Sexual Abuse**

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

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



### Reporting concerns at Billinge Chapel End Primary School

Local Authority  
Designated Officer  
(LADO)

Secretary Name:  
**Wendy Bentley**

**01744 671252**

Designated  
Safeguarding Lead:

Name: Craig Hewitt

**01744 678230**

Staff member/volunteer/member of the  
school community has a safeguarding concern  
about a child

Concern is reported to the Designated  
Safeguarding Leader or Safeguarding team and  
recorded on CPOMS.

Designated safeguarding Lead reviews the  
report.

No referral

Designated  
Safeguarding Lead  
decides a referral is not  
required. Appropriate  
action and  
communication  
completed to ensure  
that all parties are  
satisfied with outcomes.

Person making the  
report escalates  
incident

Referral Required

Designated safeguarding Lead makes a referral  
to Children's Social Service or the Police if  
appropriate. This referral action is  
communicated to the person who has made  
the report. Parental consent required unless  
child is in need of immediate protection.

Social Care will decide what response is required

The child is in need of  
immediate protection.

Section 47 enquiry  
required (Child  
Protection)

Referrer informed of  
this.

Child deemed at risk of  
significant harm and a  
child protection plan is  
drawn up by social  
services

A section 17 enquiry is  
needed to determine if  
the child need focused  
support from social  
services. (Child In Need)

Referrer informed of  
this.

Child identified as Child  
In Need. Appropriate  
actions drawn up by  
Social Services

Social services  
determine that 'Early  
Help' is required and  
allocate an Early Help  
Leader to support the  
family.

Referrer informed of  
this.

Family placed on 'Early  
Help. Early Help Leader  
supports the family by  
coordinating a multi -  
agency approach.

No formal assessment  
required.

Universal offer  
reapplied.

Referrer informed of  
this.

Incident logged on  
school systems and  
considered in the future  
as part of 'building a  
picture' of a child.

All referral information will be recorded on secure school systems and shared with appropriate agencies to ensure the wellbeing and safety of any child. Information will be passed to other educational establishments when the child leaves Chapel End Primary.

If your concern is about  
a member of staff  
contact the LADO  
directly.

If your concern is about  
radicalisation or  
extremism contact  
PREVENT: **0800 011  
3764**

If your concern is about a  
girl who has undergone  
Female Genital Mutilation,  
contact the Police: **999**

St Helens Local  
Authority Safeguarding  
partnership:

**01744 676767**