Child Protection and Safeguarding Policy Policy

Approved by:	SLT/Governing body	September 2023
Last reviewed on:	September 2026	
Next review due by:	September 2027 (Annually)	

Article 3
The best interests of the child must be a top priority in all things that affect children.

Article 19
Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

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 should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance.
This includes:
DfE guidance Keeping Children Safe in Education 2024 (KCSIE)
Working Together to Safeguard Children 2018 (WTSC)

This policy fits in with St Helens Safeguarding Children Partnership Board child protection procedures. These procedures can be found by clicking on the following link;
https://sthelenssafeguarding.org.uk/scp

DESIGNATED CHILD PROTECTION TEACHER

NAME: Jo Roberts

CONTACT NUMBER: 01744 678351

DEPUTY DESIGNATED CHILD PROTECTION TEACHERS

NAME: Jennifer Lammond, Kathryn Evans and Kathryn Burns

CONTACT NUMBER: 01744 678350

NOMINATED GOVERNOR FOR CHILD PROTECTION

NAME: Caroline Unsworth

KEY CONTACTS WITHIN THE LOCAL AUTHORITY

REFERRAL TO CHILDREN'S SERVICES

Where schools have **URGENT** and **IMMEDIATE** concerns for the safety and welfare of a child or young person during office hours telephone the Contact Centre: 01744 676767

To make **URGENT** referrals **OUT OF OFFICE HOURS** telephone the Emergency Duty Team 0345 050 0148

The **St Helens Safeguarding Children Partnership Board** is able to provide advice and support.

https://sthelenssafeguarding.org.uk/scp

If you suspect a child is at risk of harm, please call **The Contact Centre** on **01744 676600**



Introduction

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of "it could happen here" where safeguarding is concerned.

The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care.

This policy sets out the procedures at Lyme Community Primary School for child protection. However, safeguarding in its widest sense encompasses many other aspects for example, health and safety, attendance, safe recruitment, internet safety, and behaviour. All aspects of safeguarding are covered by separate policies that are available from Lyme Community Primary School.

All Staff and Governors have been updated on the statutory guidance – **Keeping Children Safe in Education 2026 Part 1** and we have reviewed our safeguarding procedures considering this revised guidance. (see Appendix 1)

Principles and Values

- Children have a right to feel secure and cannot learn effectively unless they do so.
- All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.
- All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance.

Aims

- To raise awareness of all school staff of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse
- To emphasise the need for good communication between all members of staff in matters relating to child protection.
- For staff to be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse
- To provide a systematic means of monitoring pupils known or thought to be at risk of significant harm or where there are ongoing concerns
- To work openly and in partnership with parents in relation to child protection concerns
- To support all pupils' development in ways that will foster security, confidence and independence
- To promote safe practice and challenge poor and unsafe practice
- To further develop and promote effective working relationships with other agencies involved with safeguarding and promoting the welfare of children such as Children and Family Services, Child and Adolescent Mental Health Service, Channel, Education Welfare Service and Educational Psychology Service
- To ensure that all adults working within our school have been checked as to their suitability to work with children, in line with current guidance
- To integrate opportunities into the curriculum for children to develop the skills they need to recognise and stay safe from abuse including online safety, allowing for continuity and progression through the key stages
- To take account of and inform policy in related areas, such as anti-bullying; e-safety; behaviour; health and safety; missing children; child sexual exploitation; FGM; honour-based violence; anti-radicalisation; positive handling and physical intervention procedures; procedures for dealing with allegations against staff and recruitment practice

Equality Act 2010

This policy reflects the school's general and specific duties, as detailed in:
• Code of Practice on the Duty to Promote Race Equality 2001, issued by the Commission for Racial Equality (CRE);
• Preparing a Race Equality Policy for Schools (CRE 2002).

It also refers to the Equality Act 2010 which has replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides some changes that schools need to be aware of:

Race
The definition of race includes colour, nationality and ethnic or national origins.

- Schools need to make sure that pupils of all races are not singled out for different and less favourable treatment from that given to other pupils

Segregating pupils by race or ethnicity

• Segregation of pupils by race is always direct discrimination. It would thus be unlawful for a school to put children into sets, or into different sports in PE classes, according to their ethnicity.

Schools previously had a statutory duty which required them to take proactive steps to tackle racial discrimination and promote equality of opportunity and good race relations. Under the Equality Act, this has been replaced by the general equality duty and the specific duties.

Religion or belief
The Equality Act defines "religion" as being any religion, and "belief" as any religious or philosophical belief. A lack of religion or a lack of belief are also protected characteristics.
The Equality Act makes it clear that unlawful religious discrimination can include discrimination against another person of the same religion or belief as the discriminator.

Copies of this policy will be available to meet the needs of people, particularly parents and carers, with different communication needs, such as translation into specific different languages, British Sign Language, Braille, etc.)

Lyme Primary recognises that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

The school will therefore:

- Be committed to developing the 'whole child' and focus on the emotional and psychological welfare of our children in addition to their educational provision.

- Have a zero-tolerance approach towards safeguarding issues with the understanding that even if there are no reported cases, staff must not take the view that it does not happen in their settings.
- Establish and maintain an ethos where children feel secure, encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they have concerns about their welfare, are worried or in difficulty.
- All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- Include in the curriculum activities and opportunities for learning which equip children with the skills they need to stay safe from abuse and which will help children develop realistic attitudes to the responsibilities of adult life.
- To safeguard our students, we will build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies. In the event of extremism, liaison with external agencies such as 'Channel' may be required in order to work with families of children who may be exhibiting such behaviour.

Roles and Responsibilities

Article 36
Governments must protect children from all other forms of bad treatment.

Child Protection is everybody's business; however, staff within Lyme Primary will have specific responsibilities' which are outlined below.

- It is the role of the Designated Child Protection Teacher (at Lyme this is the Headteacher) to ensure that all of the child protection procedures are followed within the school, and to make appropriate, timely referrals in accordance with school procedures.
- If for any reason the **Designated Child Protection Teacher** is unavailable, Deputy **Designated Child Protection Teachers** have been identified who will act in their absence. They are: Pastoral Lead Jen Lammond, Deputy Headteacher Kathryn Evans and SENCo Kathryn Burns who have been trained to the level of the DCPT.

- It is the role of the Designated Child Protection Teacher to ensure all staff employed including temporary staff and volunteers within the school are aware of the school's internal procedures, to advise staff and to offer support to those requiring this.
- The Governing Body and school leadership team are responsible for ensuring that the school follows safe recruitment processes.
- The role of the Nominated Governor for Child Protection is to ensure that the school has an effective policy and to support the school in this aspect.
- The Designated Child Protection Teacher and Governing Body should review and update the policy and procedures annually.
- The Designated Child Protection Teacher should ensure that Basic Child Protection training is undertaken by all staff and governors annually.
- Ensure parents are aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment.
- Where children leave the school ensure their child protection file is copied and securely transferred to the new establishment as soon as possible but transferred separately from main file.

Training for all staff

All staff in our school are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. Updates are provided every year with separate training to all new staff on appointment. (Based on 'Keeping Children Safe in Education' September 2026 guidance.)

The annual safeguarding updates enable staff to:

- Understand the Safeguarding Agenda for schools and where Child Protection fits in
- Understand key roles and responsibilities in and for schools
- Recognise signs and symptoms of abuse
- Know how to respond to a disclosure of abuse and how to make a referral
- Manage allegations against professionals

Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training. This policy will be updated during the year to reflect any changes brought about by new guidance.

The Designated and Deputy Child Protection Teacher should in addition also have attended the St Helens Safeguarding Children Partnership Board 'Working Together to Safeguard Children' course and subsequently keep up to date with the latest information.

Attendance at Child Protection Conferences / Family Action Meetings

The Headteacher or, as delegated, another appropriate school representative attends all Family Action Meetings. Teachers may be asked to attend to keep them up to date with procedures and to report on that child in school. Teachers are briefed before attending.

Recognising Child Abuse
Teachers and other adults in schools are particularly well placed to detect signs of child abuse. It is important, therefore, that any case of suspected abuse is taken seriously and that there is a clear system of communication within schools, between schools and the Education Service, and between schools and other agencies such as Children's Services and the Police.

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.

The St Helens Safeguarding Children Partnership Board document 'The Welfare Continuum of Need' (appendix 1) has been designed with partners to ensure that children's needs are responded to at an appropriate level and in a timely way. The guidance provides clear and robust thresholds for intervention.

DEFINITIONS OF CHILD ABUSE AND NEGLECT
Child abuse is taken to refer to any child under 18 years who, through the actions of adults (with a caring role for that child) or their failure to act, has suffered or is at risk of suffering significant harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by adults or another child or children.

Behaviours such as alcohol and substance misuse, truanting and sexting put children at risk or in danger and safeguarding issues can manifest themselves via peer-on-peer abuse, including cyber-bullying and gender-based violence / sexual assaults

We recognise that abuse; neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. However there are four broad areas of definition:
-Neglect -Physical Abuse -Sexual Abuse and -Emotional Abuse.

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates or induces illness in a child whom they are looking after.

Sexual Abuse Forcing or enticing a child/young person to take part in sexual activities, whether or not they are aware of what is happening, may involve, physical contact, including penetrative or non-penetrative acts; non-contact activities, such as involving children in looking at, or in the production of pornographic material or watching sexual activities; or encouraging children to behave in sexually inappropriate ways.

Sexual Harassment Sexual harassment is unwanted conduct of a sexual nature which has the purpose or effect of violating a person's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. (See flowchart to follow for incidents Appendix 6)

Neglect is the persistent failure to meet a child's basis physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Emotional Abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional and behavioural development. It may involve conveying to the child that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may feature age and developmentally inappropriate expectations being imposed on children. It may involve causing children to feel frightened or in danger, for example witnessing domestic abuse within the home or being bullied, or the exploitation or corruption of children. It may involve exposing children to extreme forms of prejudice and discrimination and at worst involve the radicalisation of a young person with respect to, for example, religious or political ideas.

Child Sexual Exploitation: (CSE) Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

PAN Merseyside Multi-Agency Protocol Safeguarding children & young people from Child Exploitation (CE)

Article 34
Governments must protect children from sexual abuse and exploitation.

Female Genital Mutilation: (FGM) professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. FGM is illegal in the UK and there is a mandatory duty on schools to report cases of FGM to the police.

Child on child abuse
Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

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

Child on child abuse can manifest itself in many ways and different gender issues can be prevalent. It is more likely that girls will be victims and boys perpetrators, however all child on child abuse is unacceptable and will be taken seriously. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting (also known as youth produced sexual imagery) the sharing of nude or semi-nude images, teenage relationship abuse, peer-on-peer exploitation, up skirting, serious youth violence, sexual bullying or harmful sexual behaviour and initiating/hazing type violence and rituals.

Staff should recognise that children are capable of abusing their peers and such behaviour should not be tolerated or passed off as "banter" or "part of growing up".

In order to minimise the risk of child-on-child abuse, at Lyme we:

- provide a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Have a system in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Have relevant policies in place (e.g. behaviour policy, anti-bullying policy).

Children Missing From Education: all children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability and aptitude and any special educational needs they may have. A child going missing from education, or not attending it regularly, is a potential indicator of abuse or neglect. We will follow the required procedures for unauthorised absence and for dealing with children who go missing from education, including appropriate notification to the Local Authority.

Article 28
Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Serious violence
All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a

change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Operation Encompass
This protocol sets out a joint-agency procedure to provide, by early intervention, appropriate support for children and young people who have experienced domestic abuse.

Domestic abuse is a safeguarding children issue; statistics show that 90% of children are in the same or adjoining room to where the abuse is taking place. Often the following day children are ill prepared to deal with the school day.

Operation Encompass aims to address this issue. Working together to safeguard children, Merseyside Police will inform specially trained Key Adults within schools about any incident the previous evening; to allow that school to take appropriate steps to support their pupil during an emotionally very difficult day. Key adults within the schools are then able to accommodate the school day to lessen the impact and to support the child if they need it. In its simplest form, they are given some leeway, comfort and support. This can make a huge difference to children and allows them to have a safe space.

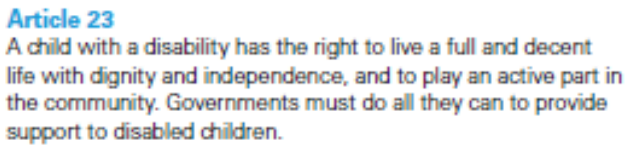
Prevent
All schools must have due regard to the need to prevent pupils from being drawn into terrorism or being radicalised. We will ensure that staff are provided with appropriate training and information to enable them to assess the risk of children being drawn into extremist ideas that are part of terrorist ideology and identify any child who may be at risk and how to support them. We will also ensure that children are safe from terrorist and extremist material when accessing the internet in school. Concerns will be discussed with the child's parents whenever possible and with the Local Authority Prevent co-ordinator and referrals made to the Channel programme when appropriate.

Supporting Pupils at Risk
Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way.
This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be a need to consider exclusion from school. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.
Staff and volunteers working at Lyme should be alert to the potential need for early help for children also who are more vulnerable. For example:

- Children with a disability and/or specific additional needs.
- Children with special educational needs.
- Children who are acting as a young carer.
- Children who are showing signs of engaging in anti-social or criminal behaviour.

- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence
- Children who are showing early signs of abuse and/or neglect.

Children with special educational needs and disabilities:



Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration
- Assumptions that children with SEN and disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs
- Communication barriers and difficulties
- Reluctance to challenge carers , (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased
- A disabled child's understanding of abuse
- Lack of choice/participation
- Isolation

(LAC) 'Looked After Children' are supported by the named member of staff who at Lyme is Mrs Roberts with Mrs Lammond as the Deputy.

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 is defined under The Children's Act 1989 and includes a parent, step-parent, grandparent, brother, sister, uncle or aunt (whether blood related or through marriage). A private foster carer may be from the extended family such as a cousin or great aunt, an unmarried partner of a parent, 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 or relationships have broken down 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 a bereavement, 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 mandatory 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 should contact Children's Social Care or inform the Designated Safeguarding Lead who will make the referral to Children's Social Care.

Elective home education
Although many children have positive experiences of home education, for some children it means they are less visible to services that are there to keep them safe and supported. If a parent or carer expresses their intention to educate a child at home, the local authority, school and other key professionals will work together to coordinate a meeting with the parent or carer. This is particularly important if a child has special educational needs and disabilities (SEND), is vulnerable or has a social worker.

The Curriculum
All children have access to an appropriate curriculum which is broad and balanced and differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life. Topics include such themes as Drugs, Sex and Relationships and Online Safety. Children are encouraged to explore and reflect upon these issues. Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.

The curriculum is designed so that safety issues within the subject are discussed, and safe practices taught, such as using equipment properly in PE and Design and Technology. At all times there has to be appropriate staffing levels and when the curriculum is taken out of school, appropriate and agreed pupil/adult ratios are maintained. The lead adult always assesses visits as to the level of risk and all trips are finally authorised by the Headteacher.

Visiting speakers are always welcome into school so that they can give specialist knowledge to the children. Lyme Community Primary School will exercise diligence and prevent any organisation or speaker from using the schools' facilities to disseminate extremist views or radicalise pupils and staff.

Personal Social Health and Relationships Education, Religious Education lessons and our PATHS curriculum will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, family patterns, religious beliefs and practices and human rights issues.

Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect, understanding and empathy for others. There is access to a range of extra-curricular activities, information and materials from a diverse range of sources which not only promotes these values but supports the social, spiritual, moral well-being and physical and mental health of the pupils.

Lyme School will take account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation e.g. CSE, Grooming, Radicalisation and Extremism.

Internet / Online Safety

Article 16
Every child has the right to privacy. The law should protect the child's private, family and home life.

Article 17
Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.

Children are encouraged to use the internet as much as is possible but at all times in a safe way. Parents are asked to give permission for their children to use the internet on entry to the school. Parents, pupils and staff must sign an appropriate usage form to ensure that they understand the risks and sanctions relating to misuse of the system in and beyond the school. If staff know of misuse, either by a teacher, staff member, volunteer or child, the issue must be reported to the Headteacher without delay.

The school will ensure that:

- Online Safety is specifically taught through the Computing curriculum in every class.
- Software is in place to minimise access and to highlight any person accessing inappropriate sites or information.
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns, the Senior Designated Person for child protection should be informed immediately).
- Every effort is made to encourage pupils not to give out their personal details, phone numbers, school and home addresses, computer passwords etc. As part of our school IT policy pupils will be taught about e-safety, including information sharing, identity theft, cyber-bullying and internet predators.
- Training is provided to pupils, staff and governors on online safety matters with advice provided for parents on our school's website.

TAKING ACTION

Abuse or the suspicion of abuse may come to your attention as a result of:

- A disclosure
- Observation of bruises/burns etc. for which the explanation given is not plausible
- Another pupil/parent may give you information
- You may observe changes in behaviour that worry you

- You may instinctively feel something is wrong
- There are neglect issues (including poor attendance)
- You may overhear a conversation

If a child discloses that they have been abused in some way, the member of staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- Reassure them that what has happened is not their fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the Designated Senior Person without delay

Making a referral
Appendix 3: What to do if you are worried a child is being abused: flowchart.

If any member of staff is concerned about a child he or she must inform the Designated Child Protection Teacher. The DCPT will decide whether the concerns should be referred to the First Response team. If it is decided to make a referral this will be discussed with the parents, unless to do so would place the child at further risk of harm.

While it is the DCPT role to make referrals, any staff member can make a referral to the First Response Team. If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM), a referral should be made to the First Response team and/or the Police immediately. Where referrals are not made by the DCPT, they should be informed as soon as possible.

If the Designated Child Protection Teacher decides a referral is necessary they should immediately telephone the First Response team on 01744 676600.

Telephone referrals should be followed up with completion and return of the 'St Helens Children and Young Peoples Service Request Form.' **There must not be any delay in making the referral.** Professionals cannot remain anonymous when making a referral.

If a member of staff is informed that a child has disclosed that they have been abused, the member of staff **MUST NOT** take the child through a formal interview to confirm the

teacher's concerns but must **IMMEDIATELY** refer the matter to the Designated Child Protection Teacher (DCPT) or Deputy or in the absence of both, the First Response Team

The DCPT should be immediately notified of all referrals made to the First Response Team

If there are concerns of a Child Protection nature and the child is about to leave the school premises the Headteacher should be informed. The Headteacher, in consultation with the Pastoral Manager will decide on the next step to be taken.

Referrers should receive a response from First Response within 48 hours. If this does not happen referrers should follow up with Children's Services to establish what decisions have been taken regarding the referral and any actions.

It is important that staff do follow up with the Designated Child Protection Teacher what action if any has been taken following a disclosure or concern.

Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Any information shared with a member of staff in this way must be held confidentially to themselves.

If the individual reporting the concern disagrees with the Designated Child Protection Teacher's (DCPT) decision that a referral is not necessary, they must make the referral and inform the DCPT of this.

Record Keeping
All concerns, discussions and decisions made and the reasons for those decisions should be recorded and updated on CPOMS. If in doubt about recording requirements staff should discuss with the DCPT.

When a child has made a disclosure, the member of staff/volunteer should:

- Record on CPOMS as soon as possible after the conversation. (The SLT or Teachers will scribe for T.A's or volunteers.)
- If handwritten notes are made, do not destroy the original notes in case they are needed by a court, instead scan them and attach them in CPOMS
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- On the Body map, indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions
- Any written notes need to be given to the Designated Senior Person promptly. No copies should be retained by the member of staff or volunteer.
- The DCPT will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.
- If a pupil who is/or has been the subject of a child protection plan changes school, the DCPT will inform the social worker responsible for the case and transfer the

appropriate records to the DCPT at the receiving school, in a secure manner, and separate from the child's academic file.

Confidentiality

Parents and carers should be made aware that there is a statutory duty to safeguard and promote the welfare of children (e.g. set out in the school brochure or during the parents' admissions meeting). Parents should be made aware that this responsibility necessitates child protection policy and procedures, and that at times it may be necessary to share information with partner agencies when there are concerns about a child's welfare.

Lyme Community Primary School regards all information relating to individual child protection issues as confidential and will treat it accordingly. Information will be passed on to appropriate persons only. The child protection files are stored in a secure and locked location.

Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

What school staff should do if they have concerns about safeguarding practices within the school

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements.

Whistleblowing procedures are in place for such concerns to be raised with the school senior leadership team.

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should refer to the Whistleblowing Policy.

An allegation of harm is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

This applies to any child the member of staff/volunteer has contact with in their personal, professional or community life.

Concerns should also be raised for a low-level concern, any concern that an adult has acted in a way that:

• is inconsistent with the staff code of conduct, including inappropriate conduct outside of work

• does not meet the allegations threshold or is not considered serious enough to refer to the local authority designated officer (LADO).

Examples of low-level concerns could include:

• being over friendly with children

• having favourites

• taking photographs of children on their mobile phone

• engaging with a child one-to-one in a secluded area or behind a closed door
• using inappropriate sexualised, intimidating or offensive language.

Low-level concerns about a member of staff, supply staff, volunteer or contractor should be reported as per paragraph 74. (Paragraph 74, says: 'If staff have safeguarding concerns or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) posing a risk of harm to children, then this should be referred to the headteacher.')
Where there are concerns about the Head Teacher, this should be referred to the Chair of Governors as appropriate.

The NSPCC 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. Tel no: 0800 028 0285

Safer Recruitment
Lyme Community Primary School operates recruitment and management procedures that take account of the need to safeguard children and young people including arrangements for appropriate checks on staff and volunteers that comply with locally agreed inter-agency procedures in conjunction with Human Resources.

Lyme Community Primary School will follow the Council's procedures for advertising, interviewing and recruiting staff, including the requirement for Disclosure and Barring Scheme (DBS) checks.

Lyme Community Primary School operates safe recruitment practices ensuring that all staff who have contact with children or access to information about children have appropriate DBS reference checks in line with St Helens Safeguarding Children Partnership Board Guidance for Safe Recruitment, Selection and Retention for Staff and Volunteers.
http://sthelensscb.proceduresonline.com/chapters/g_safe_rec.html#_3policy

Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. All staff should be aware that unlawful or unsafe behaviour will not be tolerated and that where appropriate legal or disciplinary action is likely to follow such behaviour.

Operation Encompass

Our school is part of Operation Encompass.

Operation Encompass is a national police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Violence and Abuse and which is in place in every police force in England and Wales.

Children were recognised as victims of domestic abuse in their own right in the 2021 Domestic Abuse Act.

Operation Encompass means that the police will share information with our school about **all** police attended Domestic Abuse incidents which involve any of our children PRIOR to the start of the next school day.

Once a Key Adult (DSL) and their deputy/ies (DDSLs) have attended either an Operation Encompass briefing or completed the online Operation Encompass Key Adult training they will cascade the principles of Operation Encompass to all other school staff and Governors. All schools staff and Governors can undertake the online training.

Our DSL undertook training in September 2023.

Our DDSL Jen Lammond undertook training in September 2023.

Our DDSLs Kathryn Evans and Kathryn Burns undertook training in March 2026.

Our Safeguarding Governor has undertaken this training.

Our parents are fully aware that we are an Operation Encompass school and we ensure that when a new child joins our school the parents/carers are informed about Operation Encompass.

The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

As a staff we have discussed how we can support our children who are experiencing Domestic Violence and Abuse on a day-to-day basis and particularly following the Operation Encompass notification. We have used the Operation Encompass Handbooks to inform our thinking.

We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk.

The Safeguarding Governor will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports.

We have used the Operation Encompass Key Adult Responsibilities checklist to ensure that all appropriate actions have been taken by the school.

When Head Teacher, DSL or DDSLs leave the school and other staff are appointed, they will ensure that all Operation Encompass log in details are shared with the new Head Teacher /Key Adults and that the new member of staff will undertake the Operation Encompass online training.

See #Appendix 8 for contact details.

Other Related Policies

• Acceptable Use of I.T. • Administration of Medicines • Anti-bullying • Behaviour • Code of Conduct for Parents and Visitors • Code of Conduct for staff • Data Protection • Drugs • Emotional Health and Wellbeing • Equal Opportunities	• Online Safety • Exclusions • First Aid Procedures • Health and Safety • Intimate care • Low Level Concerns Policy • Medical and First Aid • Missing Child Procedures • Photographic & Video Images • Prevent Duty • Racial Equality	• Safer Recruitment • Sex Education • Site Security • Special Needs • Team Teach – (Physical intervention) • Trips • Uncollected Child • Whistleblowing

Extended Schools and Out of School Hours

As our governing body/school provides extended school facilities and activities directly under the supervision and management of school staff, the school's arrangements for child protection as written in this policy shall apply.

Where services or activities are provided separately by another organisation, the governing body will seek assurance that the group concerned has appropriate policies and procedures in place for safeguarding children and child protection and that there are arrangements to liaise with the school on these matters where appropriate.

Monitoring and Review Child Protection and Safeguarding

The Head Teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The governing body **must** review this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Reviewed and amended: September 2026
To be reviewed: September 2027

Appendix 1

The following changes have been made to the 2023 version of KCSIE:

- **Filtering and monitoring systems should now be reflected in training and safeguarding policies**
  Guidance on filtering and monitoring systems was already a part of KCSIE 2022 – for example, governing boards already had the responsibility to ensure their school has appropriate systems in place and regularly review their effectiveness.
  Throughout KCSIE 2024, information has been added on how filtering and monitoring systems need to be reflected in school policies and training:
  As part of the online safety aspect of safeguarding training, staff need to be trained in the expectations and applicable roles and responsibilities in relation to filtering and monitoring
  Schools' safeguarding policies should include procedures relating to appropriate filtering and monitoring on school devices and networks
  Part of the DSL's responsibilities in relation to online safety should include the understanding of the filtering and monitoring systems and processes in place at a school
  In KCSIE 2023, the DfE also refers to its filtering and monitoring standards which should support schools to carry out their responsibilities. Governing boards should review the standards and have discussions with ICT staff and service providers about what needs to be done to support schools to meet the standards.
- **Schools should inform shortlisted candidates that online searches will be carried out**
  KCSIE 2022 introduced advice on conducting online searches on shortlisted candidates during the recruitment process, to help identify incidents or issues that may need to be explored during interviews. KCSIE 2024 now says that schools should inform shortlisted candidates that online searches may be carried out as part of due diligence checks.
- **Guidance has been added on managing allegations against organisations or individuals hiring out the school premises**
  If a school receives an allegation regarding an organisation or individual that has hired the school premises, the school should follow their usual safeguarding procedures and process for managing allegations, including informing the LA designated officer.
- **Schools no longer have the obligation to preserve records for the Independent Inquiry into Child Sexual Abuse (IICSA)**
  In previous years, schools have had an obligation to preserve records which contained information about allegations of sexual abuse for the IICSA for the term of the inquiry. The IICSA's final report was published in October 2022 and the government released its response in May 2023; therefore, schools are no longer under an obligation to preserve records for this purpose.
- **Forced marriage guidance has been updated to reflect legal changes in February 2023**
  Since 27 February 2023, the marriage of a child under 18 has been considered a forced marriage in all circumstances; it is an offence to carry out any conduct for the

purpose of causing a child to enter into marriage before their 18th birthday, even if the conduct does not involve threat, coercion or deception. This also applies to 'unofficial' marriages – the legislation covers "any religious or civil ceremony of marriage (whether or not legally binding)". This legal change has been reflected in KCSIE 2024.

- **A distinction has been made between 'children missing education' and 'children absent from education:**
  In previous versions of KCSIE, children missing education has been used as a blanket term for children who are either not registered at a school or else not receiving suitable education in place of a school setting. In KCSIE 2024, the terminology used around children missing from education has changed to children who are absent from education, particularly on repeat occasions and/or for prolonged periods of time – this includes persistently and severely absent pupils. Children missing from education now refers to children who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.

Appendix 2

The following changes have been made to the 2024 version of KCSIE:

Definition of safeguarding
The definition of 'safeguarding and promoting the welfare of children' has been updated to reflect the changes made in Working together to safeguard children (DfE, 2023a). The definition now includes the additional points of: • providing help and support to meet the needs of children as soon as problems emerge • protecting children from maltreatment, inside or outside the home, including online.

Early help
The guidance on 'Early help' has also been amended in line with Working together. The update adds that professionals should be alert to the need for early help for a child who: • is frequently missing/goes missing from education, home or care • has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit • has a parent or carer in custody or is affected by parental offending.

Abuse, neglect and exploitation
Where applicable, 'abuse and neglect' has been changed throughout the document to 'abuse, neglect and exploitation.' The definition of 'abuse' has also been changed to clarify that harm can include children witnessing the ill-treatment of others and that this is particularly relevant when children see, hear or experience domestic abuse and its effects.

Children absent from education
In outlining the signs that children may be at risk of harm, the guidance updates 'deliberately missing education' to read 'unexplainable and/or persistent absences from education.'

Data protection
The updated guidance recommends that education professionals read the DfE Data Protection guidance for schools (DfE, 2024b). This guidance is aimed at school staff, governors and trustees and sets out how to: comply with data protection law; develop data policies; understand what staff and pupil data to keep; and prevent personal data breaches.

Alternative provision
The updated guidance clarifies that when a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil.

Children who are lesbian, gay, bisexual or gender questioning
The 'Children who are lesbian, gay, bisexual, or gender questioning' section is currently under review pending the outcome of the gender questioning children guidance consultation (DfE, 2023b).

Children and the court system
The updated guidance now directs schools to two guides that support children in the court system, one for 5- to 11-year-olds (HM Courts and Tribunals Service, 2017a) and the other for 12- to 17-year-olds (HM Courts and Tribunals Service, 2017b).

Holding and sharing information
The updated guidance highlights that, as well as keeping records of concerns, discussions and decisions, designated safeguarding leads should keep record of the rationale for any decisions made. A full list of changes can be found in Annex F of Keeping children safe in education 2024 (DfE, 2024b).

Appendix 3

The following changes have been made to the 2025 version of KCSIE:

Online Safety (The 4 Cs): The definition of \"content\" has been updated to explicitly include misinformation, disinformation, and conspiracy theories, expanding the \"4 Cs\" of online risk (content, contact, conduct, and commerce).
Attendance: Schools must now engage with children's services where safeguarding concerns are linked to persistent or unexplainable pupil absence from education.
Virtual School Heads: The role of virtual school heads has been clarified, including a non-statutory responsibility to support the education of children in kinship care and to ensure children with a social worker are attending school and receiving adequate support.
Extremism: The definition of extremism has been updated.
Data Protection: Schools are advised to refer to the Department for Education's (DfE) Data Protection Guidance for Schools to ensure compliance.
Teacher Checks: The process for checking teacher records has been updated to reflect checking online records accessible through the DfE website.
Filtering and Monitoring: Guidance has been added to the staff training requirements, emphasizing the importance of understanding roles and responsibilities related to filtering and monitoring systems.
Early Help: The guidance includes more information on when children may require early help, aligning with the Working Together to Safeguard Children guidance.
Abusive Relationships: New guidance recognizes abusive relationships and addresses how to report concerns.
Generative AI: The guidance includes an explicit reference to the DfE's product safety expectations for generative AI.

Appendix 4

The following changes have been made to the 2026 version of KCSIE:

Online Safety and Artificial Intelligence

- **Deepfakes and AI:** Schools must address risks from digitally altered or AI-generated nude and semi-nude images.
- **Filtering and Testing:** Settings must review and test their online filtering and monitoring systems at least once a year.

Prejudice-Based Harm and Discrimination

- **Racism and Faith Prejudice:** Racism, faith-based bias, and other forms of discrimination are formally highlighted as explicit safeguarding issues
- **Inclusive Culture:** Schools must actively build an anti-discriminatory environment where bias is challenged.

Gender-Questioning Children

- **Case-by-Case Approach:** Schools must handle requests from gender-questioning children carefully and involve parents, without initiating social transition discussions themselves.
- **Biological Sex Standards:** Facilities like toilets, changing rooms, and single-sex sports remain based on biological sex.

Mental Health and Misogyny

- **Mental Health:** Guidance includes updated sections on severe mental health struggles, including suicidal ideation.
- **Misogyny:** There is a stronger focus on identifying misogyny and its connection to harmful sexual behaviour and violence against women and girls.

Safer Recruitment and Staff Rules

- **Reading Requirements:** All staff must now read Part One of the KCSIE guidance in full, as old summary annexes have changed.
- **Regulated Activity:** Changes remove certain supervision exemptions, tightening checks on volunteers and staff in regular contact with children.

Appendix 5

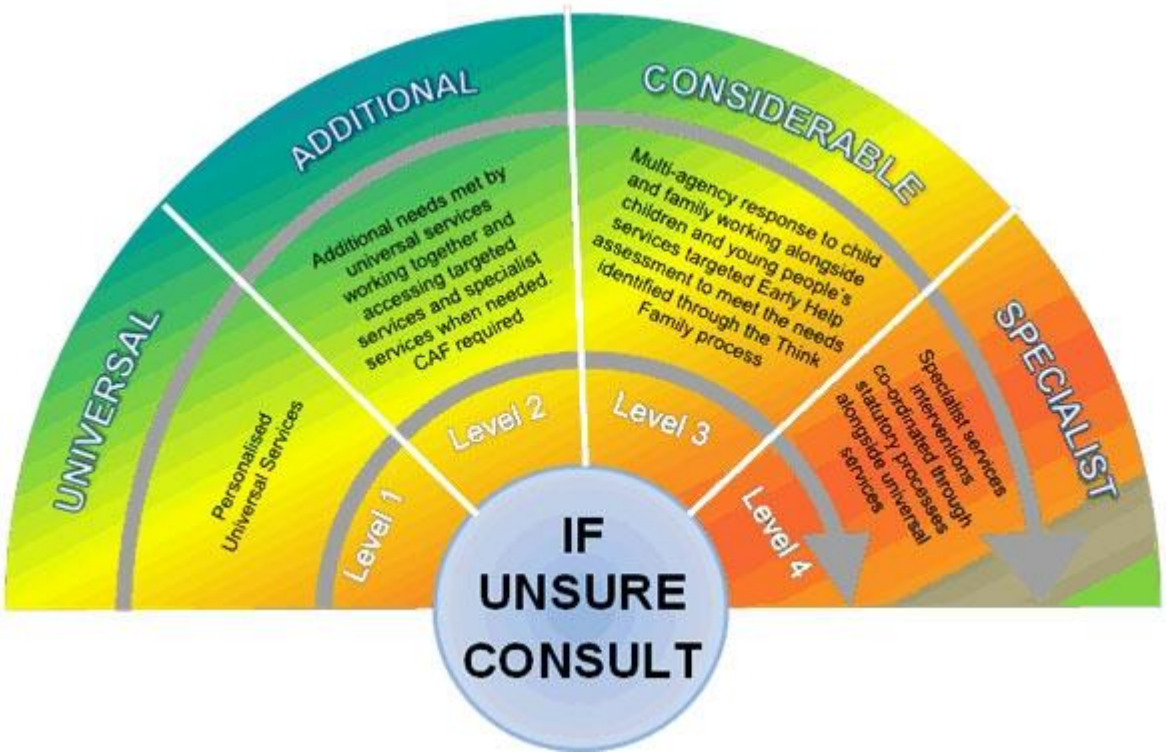
Continuum of Need

In St Helens, the Continuum of Need has been developed to assist professionals involved with children identify the levels of vulnerability of children and their families.

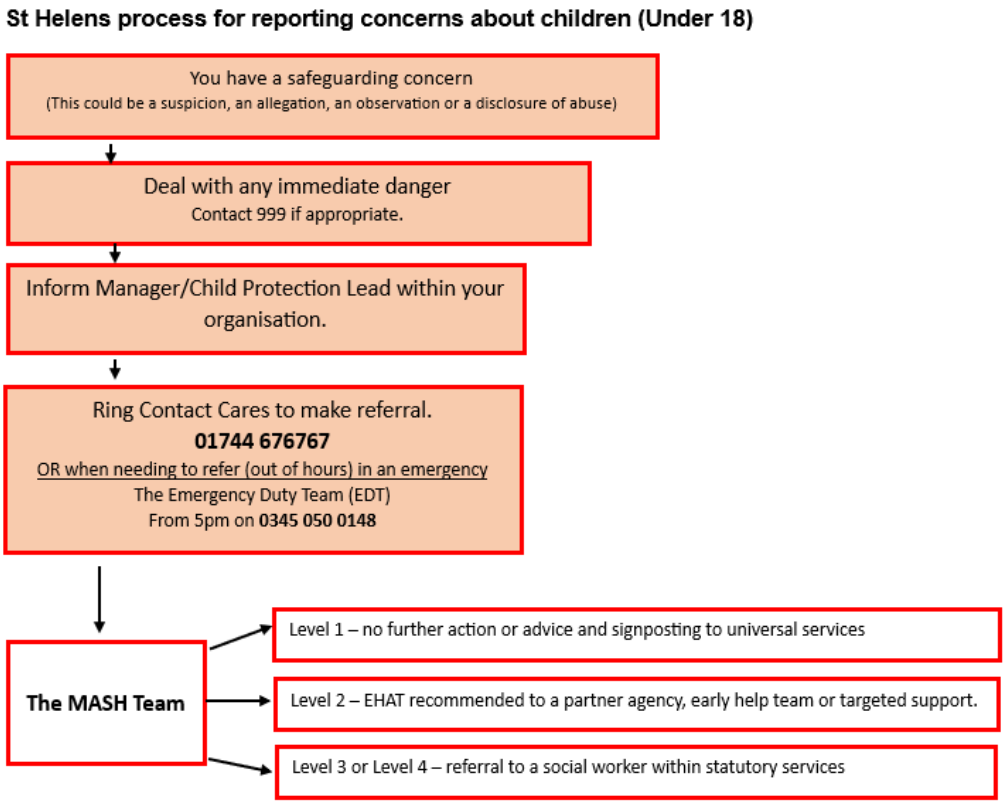
All agencies and organisations in St Helens operate within the Continuum's thresholds for delivery of services.

The Continuum identifies 4 levels:

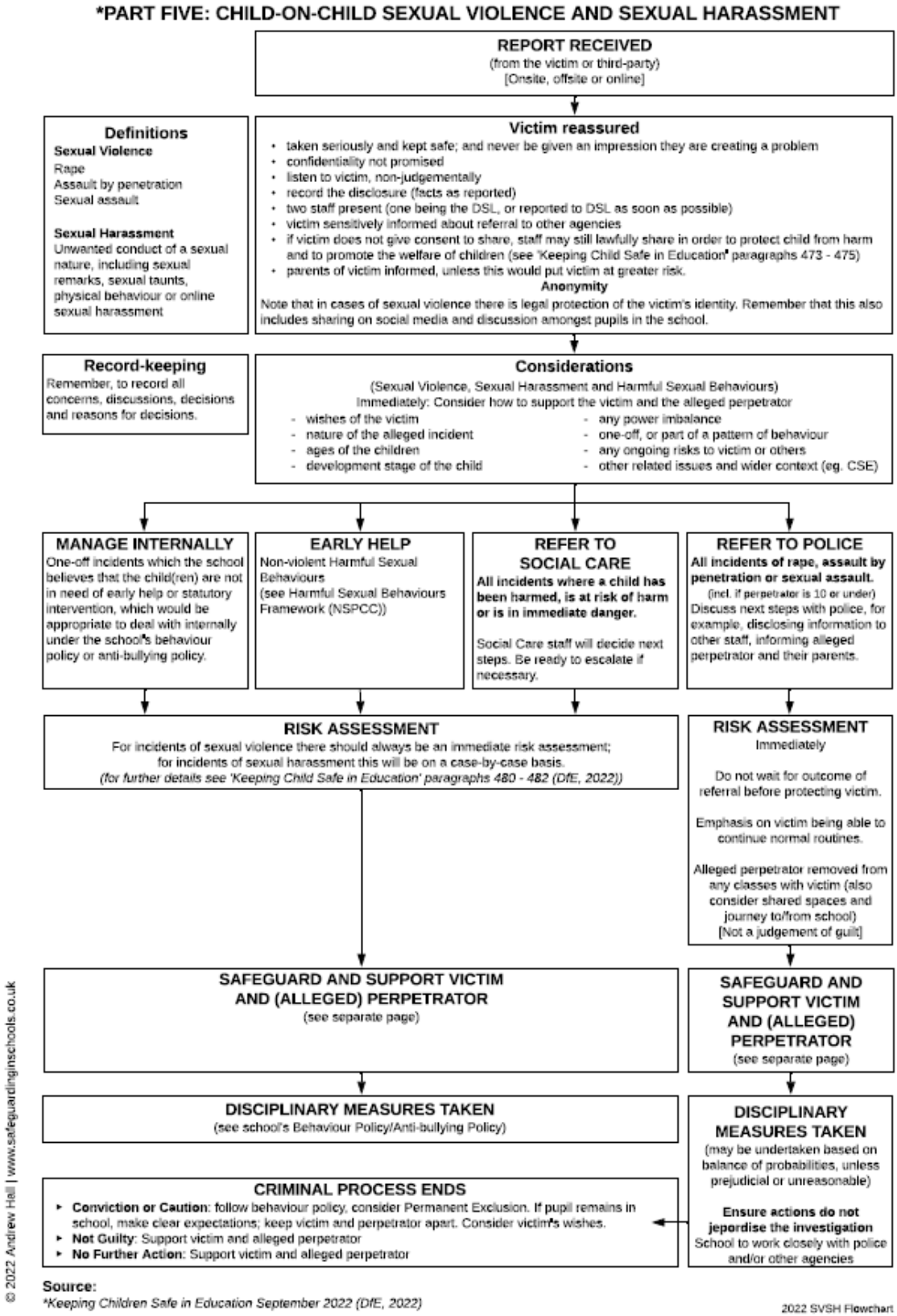
- **Level 1 Children with no additional needs**
- **Level 2 Children with additional needs showing early signs of vulnerability**
- **Level 3 Children in need who require statutory or specialist services**
- **Level 4 Children who are suffering or likely to suffer significant harm**



Appendix 6: What to do if you are worried a child is being abused: flowchart.



Appendix 7



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Appendix 8



This policy also links to:

- Low-Level Concerns Policy
- Whistleblowing Policy

If you have concerns about safeguarding in school, please speak to a member of the Safeguarding Team:

Jo Roberts – DSL

Jen Lammond – DDSL

Kathryn Evans - DDSL

Caroline Unsworth – Safeguarding Governor