

St Margaret Mary's Catholic Junior School

Child Protection Policy and Procedures for Knowsley Schools and Education Settings.

September 2026

This document is a suggested template for an individual school/education setting to use in order to develop its own child protection policy. This document reflects current legislation and statutory guidance in relation to child protection and safeguarding in school and education settings.

This policy sits alongside the following suggested model policy documents written for schools in Knowsley;

Model Allegations Management Policy, September 2026

Model Safer Recruitment Policy, September 2026

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Contents

			Page
		Knowsley Child Protection and Safeguarding Advice Contact List	**3**
1.		**Policy Statement**	**4**
	1.1	Roles and Responsibilities	**4**
	1.2	Equalities	**6**
	1.3	Definitions of Abuse	**8**
2		**Safeguarding in Schools**	**9**
	2.1	Specific Safeguarding Issues ● Child Abduction ● Children Missing Education ● Child Criminal Exploitation and Child Sexual Exploitation ● Team Shield ● Domestic Abuse ● Operation Encompass ● Honour or Faith Based Abuse ● Female Genital Mutilation ● Forced Marriage ● Prevent ● Child on Child abuse ● Making or sharing of Nudes or Semi Nudes ● Sexual Violence and Sexual Harassment ● Serious Violence ● Mental Health ● Children questioning their gender ● Powers to screen and search ● Adultification ● Online Safety – Filtering and Monitoring ● Homelessness	**10-26**
	2.2	Ensuring staff listen to children and young people who have experienced abuse	**26**
	2.3	Supporting children and families to deal with safeguarding and potential child protection issues	**28**
	2.4	ACES	**28**

	2.5	Community Based Early Help Assessment	**29**
3		**Child Protection Procedures**	**30**
	3.1	Dealing with a Disclosure	**31**
	3.2	Making a referral	**32**
	3.3	Confidentiality and information sharing	**32**
	3.4	Record Keeping	**33**
	3.5	Transfer of Records	**34**
	3.6	Childcare Disqualification	**35**
4		**Monitoring and Review**	**36**
Appendices			
1		Role of the Designated Safeguarding Lead Annex B	**37**
2		Child Protection Procedures Flow Chart	**43**
3		Seven Golden Rules for Information Sharing	**44**
4		Receipt of Child Protection File	**46**
5		Indicators of Abuse and Neglect	**47**
6		School Safeguarding Risk Identification tool	**48**
7		Operation Encompass Record Sheet	**49**
8		Knowlsey Prevent Referral Pathway	**50**
9		Knowsley Vulnerable Children Referral Form	**51**
10		Prevent Referral Form	**53**
11		Stranger Danger Reporting Process	**55**

Knowsley Child Protection and Safeguarding Advice Contact List

Role/ Agency	Contact Details	Service
Knowsley School Safeguarding	schoolsafeguarding@knowsley.gov.uk	Safeguarding Advice and Guidance
Knowsley MASH	0151 443 2600	Child Protection and Early Help
Gill Brentley	0151 443 3519 Gill.brentley@knowsley.gov.uk	MASH Education Officer
Vicki Clements	0151 443 2969 Vicki.clements@knowsley.gov.uk	Education Safeguarding Officer
Diane Kitcher	LADOinbox@knowsley.gov.uk 07385420432	LADO
Shield Team Chloe Vose Team Manager	0151 443 5025 Chloe.vose@knowsley.gov.uk	Child Exploitation
CME Phil McCalliog	0151 443 5118 Phil.mcalliog@knowsley.gov.uk	School Attendance Service Children Missing Education
Prevent	prevent@merseyside.pnn.police.uk 0151 777 8506	Merseyside Prevent Team
NSPCC Whistleblowing helpline	0808 800 5000 help@nspcc.org.uk	Independent whistleblowing service

1. Policy Statement

The aim of this school policy is to promote a safe environment where safeguarding concerns in relation to a child can be managed in an appropriate way.

St Margaret Mary's Catholic Junior School acknowledges the duty of care to safeguard and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice standards and Ofsted requirements.

Para 2.

Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' means everyone under the age of 18. In order to fulfil this responsibility effectively, all practitioners 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.

Keeping Children Safe in Education, Sept 2026

1.1 Roles and responsibilities

All Staff

All staff have a responsibility to provide a safe environment in which children can learn. They should be able to identify children who may benefit from community-based Family Help, by providing early support as soon as the problem emerges at any point in a child life from foundation years to the teenage years. The aim is to prevent the concerns escalating.

All staff will be aware of the school safeguarding support systems which include understanding their professional responsibilities detailed in the school **Staff behaviour/code of conduct for staff** policy.

All staff should understand that behaviours displayed by children can be an indication of their emotional wellbeing and can be linked to mental health. Behaviours displayed may communicate poor wellbeing, and ***may*** be an indicator of factors such as abuse, **neglect** or **exploitation**. Staff should understand the children's experiences such of abuse, neglect, trauma, can impact on children's mental health, behaviour & education.

All staff should know the process for making a **child protection** referral into Knowsley MASH, including the information required to share and the expectation of the role they will be expected to fill. In the absence of a DSL or head teacher being available, staff must not delay in directly contacting Children Social Care via the Knowsley MASH.

When staff have safeguarding concerns they should speak to the DSL/DDSL, or head teacher (in the absence of a DSL) first to agree a course of action. In situations where the DSL/Head teacher many are not available, staff may contact the Knowsley School Safeguarding service via schoolsafeguarding@knowsley.gov.uk for advice and guidance.

All staff should have an awareness that Children may not feel ready or know how to tell someone that they are being abused, exploited, neglected, and/or they may not recognise their experiences as harmful.

Designate Safeguarding Leads and Deputy Designated Safeguarding Leads

The DSL takes lead responsibility for child protection and wider safeguarding. They should have the appropriate status and authority within the school to effectively carry out the duties of the post.

DSL's and deputies will,

- Be available during term time to discuss any safeguarding concerns with staff. The school, in line with KCSiE, 26 guidance, has in place a process for ensuring adequate and appropriate cover arrangements for out of hours/ out of term activities.

Contact	*Name*	*Email*
Out of Hours	Michael Brooks & Ruth Culley	slt@smmj.org.uk
Out of Term Time	Michael Brooks & Ruth Culley	slt@smmj.org.uk

- Be the key person who manages referrals to Children's Social Care via the Knowsley MASH and Family/Early Help
.
- Report to the Police as required, where a crime may have been committed. NSPCC Guidance When to Call the Police. NSPCC When to Call the Police

- Refer cases to the Channel Programme where there is a concern regarding radicalisation and support staff who make referrals to the Channel Programme.

- Work with others, including offering support and advice to all staff and acting as a point of contact with safeguarding partners.

- Sharing information and managing the child protection files, including the transfer of school records and child protection information.

- Raise awareness with staff of the school safeguarding policies and procedures, as well as ensuring these documents are available publicly.

- Provide support to staff ensuring that they are supported during the referrals process, and supporting them to consider how safeguarding, welfare and educational outcomes are linked, including the provision of academic and pastoral support,

- Encourage a culture of listening to children and understand the difficulties they may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

- Raise awareness of 'Low Level' concerns and be the point of contact for staff to share any 'low level' concerns they may have regarding an adult in the school/education setting.

- Take lead responsibility for safeguarding and child protection including online safety, understanding the filtering and monitoring the systems and processes in place.

1.2 Equalities

In line with the Equality Act 2010, schools must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity or sexual orientation.

This policy recognises that the welfare and interests of children are paramount in all circumstances. It aims to ensure that, regardless of **age**, **gender**, **religion or beliefs**, **ethnicity**, **disability**, **sexual orientation** or **socio-economic background**, all children have a positive and enjoyable experience of activities at school in a safe child centred environment. In addition, ensuring the protection of children from abuse whilst participating in education wherever such learning/activity takes place.

Public Section Equality Duty – places a general duty on schools, in the exercise of their functions, to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, while advancing the equality and foster good relations between those who share a relevant protected characteristic and those who do not.

Within this policy, the understanding is that some children, including children with special education needs and disabilities, can be **particularly vulnerable** to abuse and neglect. In this policy we accept the responsibility to take reasonable and appropriate steps to ensure their welfare and consider extra pastoral support for children with SEN and disabilities.

It is understood that,

Para. 247

"…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 disability without further exploration

these children being more prone to peer group isolation or bullying (including prejudiced based bullying) than other children;

the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs;

communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse,

the need for intimate care o that these children are isolated from others,

that these children are more likely to be dependent on adults for care, and

these children may have issues over cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges, or the consequences of doing so.

Keeping Children Safe in Education, September 2026

Vulnerable children may also include those,

- At risk due to either their own or a family member's mental health needs.
- Absent from education.
- Children who are in care, previously looked after or any children not growing up with their birth family (this covers private fostering and all kinship arrangements)
- Whose parent/carer has expressed an intention to remove them from school to be home educated.

Through this safeguarding child protection policy, and in accordance with **Keeping Children Safe in Education, September 2026**, we will;

- Promote and prioritise the safety and wellbeing of all children up to the age of 18;
- Ensure everyone, staff, pupils and parents understand their roles and responsibilities in respect of safeguarding and child protection;
- Ensure **all staff** have read **Part 1 of the Keeping Children Safe in Education, September 2026 Guidance document**, in full and have completed a signed record to say they have done so;
- Ensure everyone has appropriate learning opportunities to recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to children and young people.

- Ensure in the event of incidents/concerns of abuse, appropriate action is taken in line with local procedures, and support provided to the individual/s who raise of disclose a concern.

- Ensure that confidential, detailed and accurate records of all safeguarding and child protection concerns are maintained and securely stored and transferred securely following the agreed procedure.

- Prevent the employment/deployment of unsuitable individuals.

- Help protect children and young people from exploitation including radicalisation, child sexual exploitation and child criminal exploitation (county lines)

- Acknowledge that even if there are no reports of child-on-child abuse in school it does not mean it is not happening, it may be the case that it is just not being reported, however, if child-on-child abuse is reported, ensure that appropriate action is taken.

- Ensure robust and effective safeguarding arrangements and procedures are in operation in school.

- Acknowledge that **'Children'** includes everyone under the age of 18 years.

The policy and procedures will be widely promoted and are mandatory for everyone involved in school. Failure to comply with the policy and procedures will be addressed without delay, and may ultimately result in actions taken to safeguard children as detailed in the,

- School Behaviour Policy;
- Allegations Management Policy
- Staff Code of Conduct.

1.3 Definitions of Abuse, Neglect and Exploitation

Children have been abused, or are at risk of abuse, when their basic needs are not being met through acts of either commission, or omission.

The category of abuse and neglect are:

Physical Abuse	**Emotional Abuse**
Sexual Abuse	**Neglect**

The ability of staff to recognise the signs and symptoms of abuse will depend upon their experience and training, however **all** members of staff should be alert to the possible signs of abuse. For full details of definitions, please see (**Appendix 5).**

In line with the EYFS Framework, 2026, education settings should ensure that those staff covering early years provision also access the appropriate training every 2 years.

In line with Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2023, the definition of safeguarding for this document is as follows:

Para. 3

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 or 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.

Keeping Children Safe in Education, September 2026

2. Safeguarding in Schools

As part of a safer school's culture, effective child protection processes and procedures in schools and education settings should be fully embedded. To establish and maintain an open and safer culture we will:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and they feel listened to
- Ensure robust and effective systems are in place to enable children to share their concerns.
- Ensure children know there are adults in school they can talk to if they are worried,
- Ensure that within the curriculum children are taught the skills they need to recognise and stay safe from all kinds of harm, including exploitation and online safety.
- Ensure that children who may be particularly vulnerable, such as those with SEND are supported.
- Ensure that children and young people that have English as an additional language have access to support and information that is clear, accessible and in their preferred language.

All staff have a role in preventing impairment of children's mental health/emotional wellbeing, including promoting positive mental health and identifying where students are struggling with their Mental Health. Staff should be aware that in some cases mental health concerns can develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. We regularly communicate messages to students regarding wellbeing and the promotion of positive mental health strategies through the curriculum, PSHE and Drop-down sessions.

Concerns regarding a student's mental health/emotional wellbeing should be reported to a member of the school the safeguarding team in keeping with the school's safeguarding reporting arrangement so that students can be offered appropriate support, this may include local or national online services where appropriate. In addition, the school can make referrals to a wide range of external services to secure additional appropriate support for students.

2.1 Specific Safeguarding Issues

Para 29.

All staff should have an awareness of safeguarding issues that often overlap and can put children at risk of harm (including but not limited to those listed below). The following behaviours and indicators can be signs that children are at risk:

Drug taking and/or alcohol misuse

Unexplainable and /or persistent absence from education

Serious violence, criminal exploitation (including that linked to county lines), radicalisation, and

Consensual and non-consensual making or sharing of nudes or semi-nudes.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents, family members, as well as people known but not related to the child and by strangers.

In Knowsley, any concern of child abduction the school are made aware of should be reported to the Police and Knowsley MASH

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

In Knowsley there is a 'Stranger Danger' process that has been agreed with Merseyside Police. If there is a report made to the school that a child had been approached by an unknown adult outside of school, of if there is a concern of someone loitering near to the school the agreed 'Stranger Danger' process should be followed.
A copy of this process can be found in **Appendix 11**

Children who are absent from education

All staff should be aware that, children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues. Children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include,

- **Abuse and neglect**
- **Sexual abuse**
- **Criminal or Sexual Exploitation**
- **Mental health problems**
- **Risk of substance misuse**
- **Risk of travelling to conflict zones**
- **Risk of Female Genital Mutilation**
- **Risk of Forced Marriage/'Honour' or faith based abuse**

Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's unauthorised absence and children missing from education procedures.

It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.

In line with the school attendance policy, every attempt should have made by the school to make contact with the child and their family. After **10 days** if the child is still missing from education, the school should inform the Local Authority Child Missing Education (CME) officer, and the local CME procedures followed. Knowsley CME officer is **Phil McCalliog**.

Cybercrime

Cybercrime is a criminal activity committed using computers and or the internet. Often children are vulnerable to becoming victims of cybercrime activity or can inadvertently become involved in committing Cybercrimes as they are unaware the activity they are engaging in is an offence.

Broadly categorised as 'cyber enabled' or 'cyber dependent' crimes, they include;

- Unauthorised access to computers (illegal hacking), e.g. accessing a school's computer network to look for test paper answers/change grades awarded.
- 'Denial of Service' (Dos or DDos) attacks or 'booting'. Thes are attempts to make a computer network / website unavailable or overwhelming it with internet traffic from multiple sources,
- Making, supplying or obtaining malware (malicious software) such as viruses, spyware, botnets, and Remote Access Trojans with the intent to commit further offences.

Cyber-dependent crimes continue to represent one of the most significant and rapidly evolving threats. Children can experiment with illegal online activity often without understanding the legal or ethical implication, and the impact can extend beyond immediate financial losses, with scope to cause disruption to national infrastructure.

For children with particular skills and interest in computing and technology they can inadvertently or deliberately stray into cyber-dependant crime, and a referral into the Cyber Choices programme should be considered.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - National Cyber Security Centre - NCSC.GOV.UK

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

Extra-familial harm takes a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence, county lines, and radicalisation.

Para 20

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families.

School staff and DSL will have a key role in sharing relevant information and contributing to contextual safeguarding approaches that will aim to extend the concept of 'capacity to safeguard' beyond families to those individuals and sectors who manage extra-familial settings in which children encounter risk.

DSL's and their deputies will be required to share information regarding children identified as vulnerable to extra-familial harm with the **Knowsley Multi Agency Child Exploitation** (MACE) meeting and the **Knowsley Vulnerable Children's meeting**.

Children discussed at MACE have already been identified having significant concerns in relation to being exploited, and as such a support and safety plan has been identified and put in place. These support and safety plans will include involvement from Children's Social Care or Early Help Services.

Children discussed at the **Knowsley Vulnerable Children's Meeting**, have been identified as potentially being at risk of exploitation, however they are **not** known or open to any existing services or accessing any additional support. DSL's who have concerns regarding pupils that may be at risk of exploitation but are not open to any services or accessing support can make a referral into the Knowsley Multi Agency Vulnerable Children's meeting for the child and the concerns to be discussed. **Please see Appendix 9 for referral form**.

Where there are concerns regarding exploitation and a school setting, schools may be asked to contribute to contextual safeguarding assessments and utilising Knowsley resources detailed on the Knowsley Safeguarding Children Partnership practice procedures.

Child Exploitation and Modern-Day Slavery

All staff should recognise **child exploitation** as a form of child abuse. This occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive children under the age of 18. The nature of exploitation can be sexual, where sexual activity takes place in exchange for something, the victim needs or wants, financial advantage, or increased status of the perpetrator or facilitator. It can also be criminal, where drug networks or gangs groom and exploit children to carry drugs and money across county lines, from urban areas to suburban and rural areas, market and seaside towns. It may also include children affected by gang activity and youth violence.

The National Referral Mechanism (NRM) is the UK's framework for identifying and supporting victims of exploitation and modern slavery. Whatever form it takes, exploitation and modern slavery is child abuse and relevant child protection procedures must be followed. County Lines is a form of criminal exploitation, a First Responder who identifies any potential victim of county lines exploitation should complete the relevant child protection and modern slavery referrals as detailed in the Modern Slavery Guidance. Child exploitation disruption toolkit (accessible) - GOV.UK
County Lines Toolkit For Professionals | The Children's Society

Multi-agency practice principles for responding to child exploitation and extra-familial harm – non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, Multi-agency Practice Principles for responding to child exploitation and extra-familial harm (researchinpractice.org.uk)

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- Increased School Absence
- Changes in friendships
- Friendships or relationships with older individuals
- Significant decline in educational performance
- Involvement or association with criminal networks or gangs
- Signs of self-harm
- Significant change in well being
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions

All staff should be aware of the associated risk to a child, or group of children in the school and understand the measures in place to manage these.
Preventing youth violence and gang involvement Criminal exploitation of children and vulnerable adults: County Lines

Factors that increased risk of a child becoming involved in serious violence include;

- Being male,
- Having been suspended, spent time in Alternative Provision or permanently excluded from school,
- Having experienced child maltreatment,
- Having been involved in offending, such as theft or robbery,
- Having used drugs or alcohol in early adolescence, and
- Having previously been a victim or previously perpetrated violence

School staff need to be aware that incidents of violence can often peak before or after the school the day. The journey to and from school it a time of vulnerability where violent events can occur. They may also occur or be concentrated in particular places. It is essential that school and college staff try to understand where these places are, with a view to working with partners to promote safety for children. In Knowsley staff can make referrals into the vulnerable children's meeting in order to support through early intervention, or in cases where there are significant concerns about a child, link in with Team Shield.

Knowsley Team Shield

Knowsley has a dedicated multi-agency team that works together with children, families and the community to offer a range of services to reduce the risk of child exploitation. **Team Shield** can provide a central point for professionals to receive expert support with reference to child exploitation. They provide a coordinated and proactive response to child exploitation: prevention, safeguarding and prosecution.

Where staff in school have concerns relating to child exploitation, and the case is not already open, they should follow the procedures detailed in this policy and complete a Multi-Agency Referral Form (MARF). Once completed it is sent into Multi Agency Safeguarding Hub (MASH) where it will then be processed and forwarded to Shield.

If concerns are in relation to an open case in Knowsley, then school staff can complete a Child Exploitation Assessment form on the liquid logic Early Help module and send it to the MACE tray. Further details can be found in the Knowsley Multi Agency Child Exploitation Policy and Procedure. https://knowsleyscp.trixonline.co.uk/chapter/knowsley-multi-agency-child-exploitation-policy-and-procedure?search=child%20exploitation

Domestic Abuse

The Domestic Abuse Act 2021 formally recognised the impact of domestic abuse on children, as victims in their own right if they see, hear or experience the effects of abuse. The definition of domestic abuse ensures that different types of relationships are captured, including ex-partners and family members. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected".

The abuse can encompass, but is not limited to:

- **Psychological**
- **Physical**
- **Sexual Violence**
- **Economic/Financial**
- **Emotional**
- **Coercive and controlling behaviour**

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (a form of child-on-child abuse falling under the definition of domestic abuse, depending on the age of the child) and child/adolescent to parent or care giver violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. Exposure to domestic abuse can have a serious, long lasting emotional and psychological impact on children.

Operation Encompass

November 2026 a new statutory duty was placed on the police to notify a child's education setting and where relevant, local authorities, if they have reasonable grounds to believe a child may be a

victim of domestic abuse. This includes all children connected to a household where the police have attended a domestic abuse incident.

All Knowsley schools **must** have a generic Operation Encompass email to which notifications will be sent and a named Operation Encompass (OE) contact who has completed the online training for key staff available on the Operation Encompass website. Operation Encompass

When Police attend a Domestic Abuse call and they are aware children are part of the household they will record details of the school or nursery provision the child attends. The relevant schools or settings will be contacted and made aware as early as possible of the incident.
Schools Must Have a Generic Operation Encompass e-mail account for this purpose. This account must be accessible to more than one member of the SLT or safeguarding team.

Once the school OE champion is aware, they can take actions to support and safeguard the child. The actions taken by the school will be recorded Operation Encompass recording sheet, which can be uploaded into electronic recording systems such as C-Poms. **(See Appendix 7)**

Honour or Faith-based Abuse (HBA)

Female Genital Mutilation (FGM)

FGM mandatory reporting for teachers. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Female Genital Mutilation (sometimes referred to as 'Cutting') comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the U.K. and is a form of child abuse with long-lasting and harmful consequences.

If staff have a concern Knowsley safeguarding procedures must be followed. **Teachers must personally report to the police**, cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the Designated Safeguarding Lead. The duty does not apply in relation to at risk or suspected cases. In these cases, teachers should follow Knowsley Safeguarding Children Partnership procedures. Information on when and how to make a report can be found at: FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf (publishing.service.gov.uk)

Forced Marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 32-36 of which focus on the role of schools and colleges. The right to choose: government guidance on forced marriage - GOV.UK School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

In Knowsley, any concerns regarding an incident of forced marriage should be reported immediately to the police and a referral made into the MASH.

Preventing Radicalisation

> Children may be susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.
>
> **Page 166, Keeping Children Safe in Education, September 2026.**

Children may become vulnerable and susceptible to radicalisation through a range of social, personal and environmental factors. There is an awareness of the specific need to safeguard children and their families from violent extremism.

> **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
>
> **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
>
> **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
>
> **Page 166, Keeping Children Safe in Education, September 2026**

Schools are expected to assess the risk of children being drawn into terrorism, including support for

extremist ideals that are part of terrorist ideology. Schools should have clear procedures to protect children at risk of radicalisation. Further information can be found on the www.gov.uk website

Exploitation and radicalisation are a safeguarding concern. As such, in order to uphold the ethos and values of our school/ setting we will make a commitment to,

- Keep up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- Support staff to recognise warning signs and symptoms in relation to children and young people and include such issues in the curriculum in an age appropriate way.
- Support staff to talk to families about sensitive concerns in relation to their children and explore ways to address them
- Ensure the Designated Safeguarding Lead knows where to seek and get advice as necessary

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

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel Panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment.

In Knowsley a referral made into the Channel Panel via the MASH. **It falls to the referrer to highlight the concern in relation to the Prevent Duty. (See Appendix 8)**

Child-on-Child Abuse

All staff should be clear as to the school policy and procedures with regards to child-on-child abuse. This includes concerns that are thought to have taken place on or off-site. Child on child abuse is a safeguarding issue for both the child subject to the behaviour and the child displaying the behaviour.

Child-on-Child is abuse and will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Child-on-child abuse is preventable, and timely, evidence-based support can be key to preventing children from going on to commit abuse or violence.

All allegations of child-on-child abuse will be recorded as a child welfare concern and will be dealt with in line with the school behaviour policy and anti-bullying policy. Where a child has suffered or is likely to suffer significant harm a safeguarding referral will be made into the **Knowsley MASH**, and where appropriate the police should be informed.

Para. 35

Child-on-child abuse is most likely to include, but may not be limited to:

Bullying (including cyberbullying, prejudiced-based and discriminatory bullying);

Abuse in intimate personal relationship between children (sometimes known as 'teenage relationship abuse')

Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates threatens and/or encourages physical abuse);

Serious physical assault and harm, or the thread of harm with a weapon,

Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)

Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a boarder pattern of abuse;

causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

consensual and non-consensual making or sharing of nudes and semi nudes images

<u>Making or sharing of Nudes or Semi-Nudes, including where generated by AI</u>

Making or sharing nudes and semi-nudes refers to the creation, sending or posting of nude or semi-nude images by children under the age of 18. The term 'images' includes all visual content, such as photographs, videos and livestreams.

Images may be taken by the child themselves or taken or created by another person. They may also be digitally altered or wholly generated using Aim including what can be described as ‘deepfakes’ or ‘deep nudes.’

All incidents involving the making or sharing of nudes or semi-nudes should be responded to in line with the school’s safeguarding and child protection policy.

Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated March 2024) - GOV.UK

A young person is breaking the law if they

- Take an explicit photo or video of themselves or a friend
- Share an explicit image or video of a child, even if is shared between children of the same age
- Possess, download or explore an explicit image or video of a child, even if the child gave their permission for it to be created.

As of January 2016, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action is not in the public interest.

The definition of Sexual Abuse now includes reference to,

Para 27.

‘The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or colleges policy and procedures for dealing with it.’

Keeping Children Safe in Education. Sept 2026

Child on Child Sexual Violence and Sexual Harassment

Schools may come across arrange of sexualised behaviours in children that range from, those they would expect to see as part of normal child development, to inappropriate and harmful.

In dealing with reports of child-on-child sexual violence and sexual harassment, the complexity of the presenting issues and the pressure staff are under to make difficult decisions quickly must be taken into account. All staff working with children are advised to maintain as attitude of **‘it could happen here’**

Para 15.

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 **any** form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

Ultimately, any decisions made by the school staff must be done on a **case-by-case basis**, with the DSL taking a leading role and using their professional judgement, supported by other agencies such as Children's Social Care and the police as required. KCSiE 2026, Part 5 and the following guidance sets out how schools should respond to reports of sexual violence and sexual harassment.
Sexual violence and sexual harassment between children in schools and colleges - GOV.UK (www.gov.uk)

Responding to report of sexual violence and sexual harassment
Keeping Children Safe in Education, Sept. 2026 upholds the principle that the is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.

In Knowsley, DSL's may request support, advice and guidance from the Education Safeguarding Officer in relation to the cases as they arise.

- All victims should be supported and reassured that they are being taken seriously.
- Where the report includes an online element staff should be aware of Searching, Screening and Confiscation advice for Head Teachers and UKCCIS Sexting advice for schools.
- Staff **must not** view or forward illegal images of a child.
- While Staff can ask open questions such as those using the **TED** approach;
    - **T**ell,
    - **E**xplain,
    - **D**escribe.

  They **must not** ask leading questions
- A written record should be made recording the facts as the child presents them.
- The Designated Safeguarding Lead must be informed as soon as possible.

Once an incident of sexual violence has been disclosed the DSL should make an immediate risk and needs assessment.

Harmful Sexual Behaviour

'Harmful Sexual Behaviour' is an umbrella term that applies to behaviour occurring online, face-to-face, or both. HSB should always be considered within a child protection context. These behaviours can occur between two or more children of any age and sex. It can occur also through a group of children towards a single child or towards another group of children.

Harmful Sexual Behaviours exists on a continuum and may escalate into sexual harassment or sexual violence. Early intervention in inappropriate behaviour such as misogyny can help to prevent escalation to more serious abuse such as sexual harassment and sexual violence. When assessing HSB, the ages and developmental stages of the children involved is critical. Children who display HAB have often experienced their own abuse and trauma and it is important that they are offered appropriate support.

In Knowsley for those DSL's and members of the school safeguarding team have completed the ***AIM – Understanding and Managing Sexual Behaviours in Education Settings*** training, they should use the AIM Checklists to make an informed assessment decision on the nature and impact of the behaviour. If the checklists indicate the behaviour is problematic, violent or abusive then they

should consider convening multi-agency **RAMP** (Risk Assessment Management Plan) meeting, to formulate a risk assessment management plan in line with the AIM guidance.

For those staff who have not completed the ***AIM – Understanding and Managing Sexual Behaviours in Education Settings*** training, they should consider using the risk identification tool. (see **Appendix 6**) The risk and needs assessment should consider:

- The victim, especially their protection and support
- Whether there have been other victims
- The child displaying the sexualised behaviour
- All the other children, and if appropriate staff at the school, especially and actions that are appropriate to protect them from further harmful sexualised behaviour

In line with the Knowsley procedures, when considering a referral into Early Help, Children's Social Care, or the Police, schools should access the guidance detailed in Chapter 5 of Keeping Children Safe in Education, 2026.

Options to manage the report

Para 570/571. It is important that schools and colleges consider every report of HSB, sexual harassment and sexual violence on a case-by case basis…There are four likely scenarios for schools and colleges to consider when managing any reports of sexual violence and/or sexual harassment.

Keeping Children Safe in Education, September 2026

1. **Manage internally** – In some cases of sexual harassment, e.g. one- off incidents of HSB, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, taking actions in line with school behaviour policy. This response should be underpinned by the principal that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decisions must be recorded. For those DSL's and deputies in Knowsley that have completed the ***AIM – Understanding and Managing Sexual Behaviours in Education Settings*** training they can access the tools within the guidance to record the interventions and outcomes.

2. **Universal Servies and community based Early Help** –The school may decide that the children involved to not require statutory interventions but may benefit from Early Help via a referral into Knowsley MASH. Early help can be particularly useful to address non-violent Harmful Sexual Behaviour and may prevent escalation of sexual violence. This response should be underpinned by the principal that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decisions must be recorded.

3. **Referrals to Children's Social Care** – where a child has been harmed, is at risk of harm, or is in immediate danger a referral should be made to the Knowsley MASH. Schools should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school.

Where statutory assessments are appropriate, the school or college (especially the designated safeguarding lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator(s) and any other children that require support.

All Knowsley schools may seek advice, guidance and support from the Education Safeguarding Officer on the best way to implement safeguarding and risk identification processes. For those DSL's and deputies in Knowsley that have completed the ***AIM – Understanding and Managing Sexual Behaviours in Education Settings*** training they should use the relevant checklist tool to record their decision-making process and utilise this assessment to inform their referral into the MASH. Schools will also support the completion of a specialist AIM 3 assessment by a trained professional if required.

This response should be underpinned by the principal that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decisions must be recorded.

4. **Reporting to the Police** – Any report to the Police will generally be in parallel with a referral the children's social care via the Knowsley MASH. Where a report of a rape, assault by penetration or sexual assault is made, the starting point is this information should be passed to the Police. In Knowsley the DSL will make this report to the **Vulnerable Persons Unit** in the Police.

   Schools will generally be informing the parents or carers of the children involved in the incident, unless there are compelling reasons not to, for example, informing the parent or carer is likely to put the child at further risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies

   Where an incident has been reported to the police, the school should consult with the Police and agree whet information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.

   In some cases, it may become clear very quickly that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school or college continue to engage with specialist support for the victim and alleged perpetrator(s) as required.

   Additionally, whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s), it will be important for the designated safeguarding lead (or a deputy) to work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation.

Part 5, Keeping Children Safe in Education, Sept. 2026 details further information in regard to cases that are referred into the criminal justice process.

Mental Health

All staff should be aware that mental health problems can, in some case, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. While only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, staff in school are well placed to observe children day to day and identify those who may be struggling with their mental well- being.

> **Para. 48**
>
> If staff have a concern about a child's mental health that is also a safeguarding concern, they should follow their child protection policy and speak to their designated safeguarding lead or deputy.
>
> **Keeping Children Safe in Education, September 2026**

If a child is struggling with their mental health there are likely to be potential warning signs, education staff are well placed to recognise signs such as;

- Significant changes in behaviour
- Ongoing difficulty sleeping
- Withdrawing from social situations
- Not wanting to do things they usually like and
- Physical signs of self -harm or neglecting themselves.

Education staff have an important role to play. Specifically, they can support the fulfilment of 4 key roles:

- promoting good mental wellbeing and preventing the onset of mental illness,
- observing pupils and identifying early those who may be experiencing mental health problems or being at risk of developing one,
- ensuring early targeted support is provided, and
- liaison with/referral to specialist services where needed.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice. Promoting children and young people's mental health and wellbeing - GOV.UK

Children who are questioning their gender

From a safeguarding and child protection perspective school and college staff have a duty to act in the best interest of the child and to ensure as with their peers those children who may be questioning their gender are respectfully represented in school policies and procedures.

It is not for schools to initiate an action in this area; however, schools should be confident to respond in circumstances where a child or their parent has raised a request relation to social transition.

Children who may be questioning their gender are potentially vulnerable to complex mental health issues, as well as having psychosocial needs relating to relationships with family, peers or their broader social environment, and also bullying. Issues such as bullying and poor mental health can be detrimental to a child's ability to thrive at school.

A strong and proactive stance against all forms of bullying should be taken by the school, and bullying should be tackled at the earliest opportunity to prevent escalation.

Some children, especially those in primary school, may have socially transitioned, and be 'living in stealth', meaning that other children or staff may be unaware of their biological sex, and schools should be aware of related safeguarding concerns. These children are likely to approach puberty in a fearful and anxious state. Schools staff and the DSL should take into consideration the presentation of children and with parental consent look to access community based early help support.
Further guidance is available in KCSiE,26.

Powers to Screen and Search

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed, or any other item that the school rules identify as an item which may be searched for.
The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil) an article specified in regulations:
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

The power to screen and search must be referenced in the **school behaviour policy**. Further guidance to follow Searching, Screening and Confiscation Advice for Schools 2022

Adultification

Adultification bias is a form of racial prejudice where children of minority groups are treated by adults as being more mature than the actually are. Black children are likely to be impacted by Adultification Bias, and actions carried out by these children, that would ordinarily be deemed

normal for child development are more likely to be treated as opportunities for discipline and children are more likely to be seen as having malicious intention. Adultification bias is a breach of child safeguarding legislation and guidance.

Davis and Marsh (2020) define adultification as:

'The concept of adultification is when notions of innocence and vulnerability are not afforded to certain children. This is determined by people and institutions who hold power over them. When adultification occurs outside of the home it is always founded within discrimination and bias. There are various definitions of adultification, all relate to a child's personal characteristics, socio-economic influences and/or lived experiences. Regardless of the context in which adultification take place, the impact results in children's rights being either diminished or not upheld.'

Awareness and understanding of Adultification Bias by school safeguarding teams is important as it can mean that the vulnerability of certain groups of children, specifically Black children is overlooked, and rather than being safeguarded in relation to specific safeguarding issues such as exploitation, they are perceived as deviant and criminal.

Adultification reduces professional and organisational responsibility to safeguard and protect children, while simultaneously increasing the responsibility on the child to safeguard themselves.

Online Safety – Filtering and Monitoring

It is essential that children are safeguarding from potentially harmful and inappropriate online material. This can include,

- Content that is illegal, inappropriate, or harmful. Including Pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

- Contact and harmful interaction with other users. This can include peer-to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

- Conduct and online behaviour that increases the likelihood of or causes harm. Examples include, making sending or receiving explicit images – e.g. consensual and non-consensual sharing of nudes and semi- nude images and or pornography, sharing other explicit images and online bullying.

- Commerce such as online gambling, inappropriate advertising, phishing and or financial scams. Concerns that staff or students are at risk of online scams or phishing can be reported to the Anti-Phishing Working Group. https://apwg.org/

It is the responsibility of the governing body/proprietors to ensure there is an appropriate monitoring and filtering system in place in school. The effectiveness of this system should be reviewed regularly. Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)

The Department has published Generative AI: product safety expectations to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education

School leadership and staff are required to have an awareness and understanding of the online safeguarding provisions in place including the filtering and monitoring system.

All staff are required to know how to escalate safety concerns regarding the online environment that children may be encountering. This includes referrals to the relevant bodies and also where necessary following child protection processes.

Mobile Phone's - All schools should be mobile phone-free environments by default; anything other than this should be by exception only.

Homelessness

Bing homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL and deputies should be aware of contact details and referral routes into the Local Housing Authority so they may raise and progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include;

- Household Debt
- Rent arrears,
- Domestic abuse
- Anti-social behaviour

The Children's Wellbeing and Schools Act places a new duty on local housing authorities in England to notify educational institutions, health visiting services and general medical practices, when a child is place in temporary accommodation. This notification should be made when consent has been given from the parent or those with parental responsibility.

The expectation is this notification will enable school and college staff to safeguard and promote the welfare of these children at the earliest opportunity and support them to improve their outcomes.

In Knowsley a referral into Family First Early Help services can be considered.

2.2 Staff have a particular contribution to make, in listening to children and young people who have experienced abuse.

The contribution of all staff to safeguard and protect children should be valued and recognised. However, it should be clearly understood that this work will **only** be carried out as part of an agreed plan and with a view to ensure it does not impact on any legal processes the child may be involved.

It is recognised that children who are abused or who witness domestic abuse may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and hold some sense of blame. School may be the only stable, secure and predictable element in the lives of children and young people who are at risk.

In line with **Keeping Children Safe in Education Guidance, September 2026**, we will endeavour to support children and young people through:

- Ensuring the content of the curriculum encourages self-esteem and self-motivation
- The identification of a Designated Safeguarding Lead and any deputies. (See **Appendix 1**)
- Promoting an ethos of positive support and create a safe and secure environment for staff and students.
- Upholding the school behaviour policy, ensuring students are aware that whilst some types of behaviour are unacceptable, they are valued and not blamed for any abuse that may have occurred.
- Recognising that children and young people living in environments where they may be exposed to **ACE's** (Adverse Childhood Experiences) such as domestic abuse, adult drug/alcohol misuse, adult mental health issues and/or criminality, are vulnerable and may be in need of support and protection
- Monitoring the welfare of children and young people who are its students, keeping accurate records, and notifying Children's Social Care via the Multi Agency Safeguarding Hub (MASH) as soon as there is a child protection concern in line with the Knowsley: Helping Children Thrive 2020 document.
- Identifying a key member of staff as an Operation Encompass Champion whose role is to receive information from the Police relating to incidents of Domestic Abuse and Missing from home and returns.
- Using assessment tools when they are concerned that a child may be experiencing neglect.
- Initiating and contributing to assessments relating to the child or young person and their family, including Early Help Assessments in line with the Knowsley Helping Children Thrive Model.

Para. 84

Governing bodies and proprietors should have a senior board level (or equivalent) lead to take leadership responsibility for their school or college's safeguarding arrangements.

Keeping Children Safe in Education, September 2026.

Children potentially at a greater risk of harm.

Some children are recognised as potentially being at a greater risk of harm. All staff should be aware that these children can be particularly vulnerable.

- Children who need a social worker and are subject to Child in Need or Child Protection Plans
- Children who are absent from education
- Children who are Electively Home Educated
- Children requiring mental health support.

- Looked after children and previously looked after children.
- Care Leavers
- Children with special educational needs and disabilities
- Children who are lesbian, gay, bisexual, or gender questioning.

When assessing the impact of abuse and neglect on a child, staff should ensure consideration is given to the above criteria which may indicate additional vulnerability.

2.3 In order to support students and their families when dealing with safeguarding and potential child protection issues, school staff will,

- **Undertake discussions with the parents (or if appropriate the child or young person), to gain consent to share information prior to the involvement of another agency** unless this may put the child at increased risk of significant harm.

- Ensure parents have a clear understanding of the **duty** placed on school staff with regards the safeguarding and child protection

- Ensure that parents are aware of the intention to make a referral into Children's Social Care via the Knowsley MASH, unless to do so may put the child at increased risk of significant harm.

2.4 Adverse Childhood Experiences

Adverse Childhood Experiences (ACEs) is the term used to describe all types of abuse, neglect, and other potentially traumatic experiences that occur to people under the age of 18.

Professionals who work with children should have an understanding of how Adverse Childhood Experiences (ACE's) can have a tremendous impact on child development and the vulnerability of children. ACE's can have an impact on the child in terms of future violence victimization and perpetration, and lifelong health and opportunity.

Adverse Childhood Experiences have been linked to:

risky health behaviors	chronic health conditions
low life potential	early death

As the number of ACEs increases, so does the risk for these outcomes.

The presence of ACEs does not mean that a child will experience poor outcomes. However, children's positive experiences or protective factors can prevent children from experiencing adversity and can protect against many of the negative health and life outcomes even after adversity has occurred.

It is important to address the conditions that put children and families at risk of ACEs so that we can prevent ACEs before they happen.

2.5 Community Based Early Help Assessment

Para 575

Universal services and community based Early Help play a crucial role in identifying emerging problems and providing support at an early stage. They are not an individual service, but a system of support delivered by local authorities and their partners working together and taking collective responsibility to provide the right provision in their area. This level of Early Help is provided through universal services and other voluntary and community services. This includes universal services such as education and health services, as well as support delivered through Best Start Family Hubs, youth services, after school clubs and housing provision.

Keeping Children Safe in Education, 2026

In order to effectively initiate and contribute to the Early Help Assessment process staff will actively participate and contribute to the development of a common assessment process that considers the needs of the child and the family.

Early Help Assessments are conducted in order to facilitate earlier identification and intervention supporting children with additional needs.

In order to ensure the effectiveness of the Early Help Assessments school staff will,

- Participate in Early Help Assessment training.
- Develop effective links with other services and agencies.
- Work in partnership with children, young people and their families
- Identify an Early Help Lead person within the school.

In making an <u>Early Help</u> referral in Knowsley a <u>Multi-Agency Referral Form (MARF)</u> must be completed and submitted to the MASH.

Para 584.

Practitioners, including school staff, who being working with families at the targeted early help stage can continue to lead work with families if the child is later assessed to be a child in need as defined by Section 17 or the Children's Act 1989.

3. Child Protection Procedures

In accordance with statutory guidance, governing bodies and proprietors should ensure that the school/education setting has the following in place,

- An effective child protection policy and procedures in place that are in accordance with the local authority guidance and locally agreed multi agency safeguarding arrangements put in place by the three safeguarding partners.

- That the child protection policy and procedures are made available on the school website or to pupils, student and parents on request.

- Procedures in place for dealing with complaints about safeguarding arrangements that are accessible to staff, pupils and parents.

The child protection procedures for schools and education settings will ensure:

- The procedures set out in the Knowsley Safeguarding Children Partnership (KSCP) **Safeguarding** Children Procedures Manual are followed, together with the KSCP multi agency Child Protection Standards. These multi agency procedures are updated and held online at KSCP Tri X multi agency procedures Home - KSCP
- A member of staff who has child protection concerns about a child or young person, will **immediately** inform the Designated Safeguarding Lead, and record accurately the events giving rise to the concern.

- If the Designated Safeguarding Lead is unavailable the member of staff should speak to the Deputy Designated Lead if they have one, or to the named person in the Local Authority, Safeguarding Education Officer, for advice. **Under no circumstances should the member of staff attempt to resolve the matter without first taking advice.**

- Understanding that taking no action does not safeguard children, once information is received there should not be an assumption that someone else will act. Discussions should be had, and the outcome should clearly note what actions will be taken, by who and why.
(For Child Protection Procedures flow chart **see appendix 2.**)

Para. 14

> **All** staff should know what to do if a child tells them he/she is being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involve, such as the designate safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.
>
> **Keeping Children Safe in Education, September 2026.**

As part of the extended school provision, should any member of staff delivering this provision become aware of a child protection concern where a child is suffering, or likely to suffer significant harm, they should follow the procedure and contact the Children's Social Care Duty Team via the MASH. They should record their concerns and actions, and inform the setting Designated Safeguarding Lead as soon as practicable.

3.1 Dealing with a disclosure

Do	Don't
– Stay Calm – Listen carefully, let the child tell their story and take it seriously. – Ask **TED** questions – **T**ell me**, E**xplain to me, **D**escribe to me – Keep the child informed about what you are doing and what is happening at every stage – Reassure them they have done nothing wrong, and it is not their fault – Make a full record of what has been said as soon as possible	– Promise confidentiality. Be honest about your own position, who you will have to tell and why. – Ask leading questions (e.g., Did your mother do this to you) – Press the child for more details. – Make promises (e.g., this will never happen again)

Once a disclosure has been made or a concern has been shared, the Designated Safeguarding Lead will consider the information, if necessary, take advice, and will make a decision to select one of following;

Para 58

Options will then include:

managing any support for the child internally via the school's or college's own pastoral support processes, including considering where doing so does not place the child at additional risk, whether the designated safeguarding lead (or a deputy) should inform parents or carers to further support the child's wellbeing,

undertaking a family held assessment, or

making a referral to statutory services for example as the child might be in need, is in need or suffering, or is likely to suffer harm.

Keeping Children Safe in Education, September 2026.

Once the decision is made to make a referral the Designated Safeguarding Lead will contact the MASH and make a telephone referral. This must be followed up in writing using the Multi Agency Referral Form within 24 hours.

As part of the KSCP multi agency procedures Children's Social Care will inform the referrer of the outcome progress of the referral within 3 working days. If the Designated Safeguarding Lead does not receive this information, it is their responsibility to follow up the progress of the referral.

3.2 Making a referral.

ara 63

C

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care and if appropriate the police is made immediately. Referrals should follow the local referral process.

All staff will know what to do if a child tells them he/she is being abused or neglected. Staff members working with children are advised to maintain and attitude of **'it could happen here'** where safeguarding and child protection are concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.

As such all staff should be aware through training how to make a referral into the Knowsley MASH. See **(Appendix 2)**

When making a referral the following information is required.

- Your name and where you are from
- The child's details – name, address, date of birth etc.
- Details of the child's parents/carers
- What's Working Well
  What you are worried about (Nature of the referral relating to significant harm and the category of abuse)
- Any relevant context that supports the referral information
- What needs to happen to ensure the safety/wellbeing of the child?
- If the parents been informed of referral, and if not the reason why.

3.3 Confidentiality and Information Sharing

Sharing information is essential in working together to safeguard children. Professionals, agencies and services are required to share information securely:

- About children and their health and development in relation to exposure to possible abuse and neglect
- About parents who may not be able to care adequately and safely for children
- About individuals who may present a risk to children

Where there are concerns that a child is, or may be at risk of significant harm, the needs of the child must always come first; **the priority must always be to protect the child**.

If there is any doubt about confidentiality, staff should seek advice from a senior manager or outside agency as required.

The Headteacher/Designated Safeguarding Lead will only disclose information about a student to other members of the staff team on a need-to-know basis. In line with the *HM Government Information Sharing: Guidance for practitioners and managers.* Seven Golden Rules for information sharing, the appropriateness of sharing information should have a direct relevance on the ability of the member of staff to carry out their role**.**

For '***Seven Golden Rules of Information Sharing'.*** See **(Appendix 3.)**

All staff must be aware that they have a professional responsibility to share information securely with other agencies in order to safeguard children.

3.4 Record Keeping

To ensure good safeguarding and child protection practice schools and education settings are required to keep clear and detailed written records of concerns about children, even when there is no need to refer the matter to Children's Social Care immediately.

Whether using paper records or the use of electronic recording systems such as CPOM's, records should clearly indicate statements of fact, opinion, first and second-hand information, including who, what, where, when and why. All child welfare concern and child protection records should be kept securely in locked locations with limited access.

Para. 72

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled by the school or college. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records **should** include:

• a clear and comprehensive summary of the concern

• details of how the concern was followed up and resolved, and

• a note of any action taken, decisions reached and the outcome.

Keeping Children Safe in Education, September 2026

The document Information and Data Security: Guidance for Knowsley Schools (Version 4.0) has been shared with schools and sets out the following guidance for the management of child protection files in schools.

Records	Basic File	Retention Period	At end of retention	Notes
All other important and prime documentation	Child Protection files	DOB + 75 years	Confidentially dispose	Child Protection information must be copied and sent under separate cover to new school/college whilst the child is still under 18 (i.e., the information does not need to be sent to a university for

				example). Where a child is removed from roll to be educated at home, the file should be copied to the Local Education Authority.

3.5 Transfer of Child Protection Records

It is the responsibility of the Headteacher to pass on confidential information to the pupil's next school, college or education setting. **Transfer of records checklist:**

- The Headteacher should inform a child's social worker immediately if they are aware that a child is moving to a new Borough.
- Arrangements should be made before the records are transferred.
- All original child protection records should be forwarded for the attention of the Headteacher of the receiving school.
- Only on confirmation of receipt of the records in the receiving school, should all previous copies be destroyed in line with the confidential waste guidelines.
- In event of not being able to trace a child, the school should contact the School Attendance Improvement Officer (SAIO) and ask them to make further enquiries.

If a Head Teacher is aware when a new student is admitted there are previous child protection concerns, every effort should be made to obtain the confidential child protection file from their previous school, college or education setting. For Receipt of Child Protection File template, **see appendix 4.**

Para 148

Where children leave the school or college, the designated safeguarding lead (or deputy) should ensure their child protection file is transferred to the new school or college as soon as possible, **and within 5 days for an in-year transfer or within the first 5 days of the start of a new term** to allow the new school or college to have support in place for when the child arrives. The designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) or the named persons with oversight for special educational needs and disability (SEND) in a college, are aware as required. It will then be for the designated safeguarding lead to consider whet the other information should be shared with other relevant staff and when appropriate to do so.

Keeping Children Safe in Education, September 2026

In addition to the information transferred as part of the Child Protection file, the DSL should also consider if it would be appropriate to share any information with the new school in advance of the child leaving, including information that would allow the new school to continue support to children who have a social worker, have been the victims of abuse or who are currently receiving support through the 'Channel' Programme.

Why is all of this important?

Para 74.

It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.

• failing to act on and refer the early signs of abuse and neglect

• poor record keeping

• failing to listen to the views of the child

• failing to re-assess concerns when situations do not improve

• not sharing information with the right people within and between agencies

• sharing information too slowly, and

• a lack of challenge to those who appear not to be taking action.

Keeping Children Safe in Education, September 2026

3.6 Childcare Disqualification

Para 343

For staff who work in childcare provision or who are directly concerned with the management of such provision, the school needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2018.

Keeping Children Safe in Education, September 2026.

Further information on the staff to whom these regulations apply, the checks that should be carried out, and the recording of these checks can be found in the Disqualification under the Childcare Act 2006 statutory guidance.

4. Monitoring and Review

This policy document will be monitored and reviewed annually in accordance with best practice or in the following circumstances:

- Changes in legislation and/or government guidance
- As required by the Local Safeguarding Children Partnership, and Ofsted

- As a result of any other significant change or event.

In the interests of safeguarding and protecting the welfare of children and young people it is suggested that all staff receive a copy of the settings Safeguarding Child Protection policy and sign a safeguarding checklist to say they have read and understood the content.

Appendix 1

Annex B: Role of the designated safeguarding lead

Governing bodies, proprietors and management committees should ensure an appropriate **senior member** of staff, from the school or college **leadership team**, is appointed to the role of designated

safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection (including online safety and understanding filtering and monitoring systems and processes in place). This should be explicit in the role-holder's job description.

The designated safeguarding lead should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

Deputy designated safeguarding leads
It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Availability
During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or a deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Microsoft Teams or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

To ensure continuity of safeguarding responsibilities, schools should implement robust cover arrangements for periods when the DSL is unavailable due to illness, leave, or
Other circumstances. Schools and colleges have the flexibility and discretion in how these arrangements operate, provided safeguarding responsibilities remain appropriately covered, It would be good to practice that, Whenever the DSL is unavailable, there is a clear, reliable, and now arrangement in place so that concerns cab be raised. This could, for example, include a confidential shared mailbox, or equivalent system to ensure that safeguarding concerns are received, monitored, and acted upon without delay.

Manage referrals.
The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care.
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme.
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required. NSPCC - When to Call the Police should help understand when to consider calling the police and what to expect when working with the police.

Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff.
- act point of contact with the safeguarding partners:
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019
- As required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member.
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCO's), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:

  - ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and
  - support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing the child protection file.

The designated safeguarding lead is responsible for ensuring that the child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Safeguarding records

should be clear, factual, and distinguish between observed concerns, professional opinion, and historic information.

Records should include:
- a clear and comprehensive summary of the concern.
- details of how the concerns was followed up and resolved.
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part two of this guidance.

Appropriate arrangements should be in place to ensure that safeguarding information is transferred, reviewed and actioned promptly at all transition points, including in-year moves.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term.

This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Where child protection files are transferred, the exporting school or college should include a clear, structured summary identifying current safeguarding concerns, relevant context, and any ongoing support needs.

Particular care should be taken to distinguish between current safeguarding concerns and historic information, ensuring that past issues are presented with appropriate context. For example, where a file contains extensive historical information, a concise summary of current risk and relevant context is likely to support more effective safeguarding than the transfer or unstructured records alone.

Receiving schools and colleges should ensure that the safeguarding information is reviewed by an appropriately trained member of staff so that key risks and needs are clearly understood. Safeguarding information should be used to support, not disadvantage the child.

Where the receiving school or college considers that safeguarding information is unclear or incomplete, it should seek clarification where necessary to support effective safeguarding,

They should also ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCOs) or the named person with oversight for SEND in colleges, are aware as required. It will then be for the DSL to consider what other information should be shared with other relevant staff and when this should be shared.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving particularly where the information would support an assessment of risk to others in the school as well as the individual pupil to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse, incidents that may indicate concerns about serious violence or harmful behaviours and/or details of those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives. It would be good practice for a conversation to rake place at the appropriate and relevant points between if

he designated safeguarding leads at both settings, where there are issues or concerns to ensure information is being actively considered and acted upon.

Raising Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff.

- Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.

- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.

- Link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on local safeguarding arrangements; and

- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing with teachers and school and college leadership staff.

Training, knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and any deputies) should also undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.

- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so

- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children

- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes

- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.

- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners

- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation

- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college

- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online

- obtain access to resources and attend any relevant or refresher training courses, and

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them.

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

Providing support to staff

Training should support the designated safeguarding lead (and deputies) in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes, and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information
The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead (and deputies) should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners

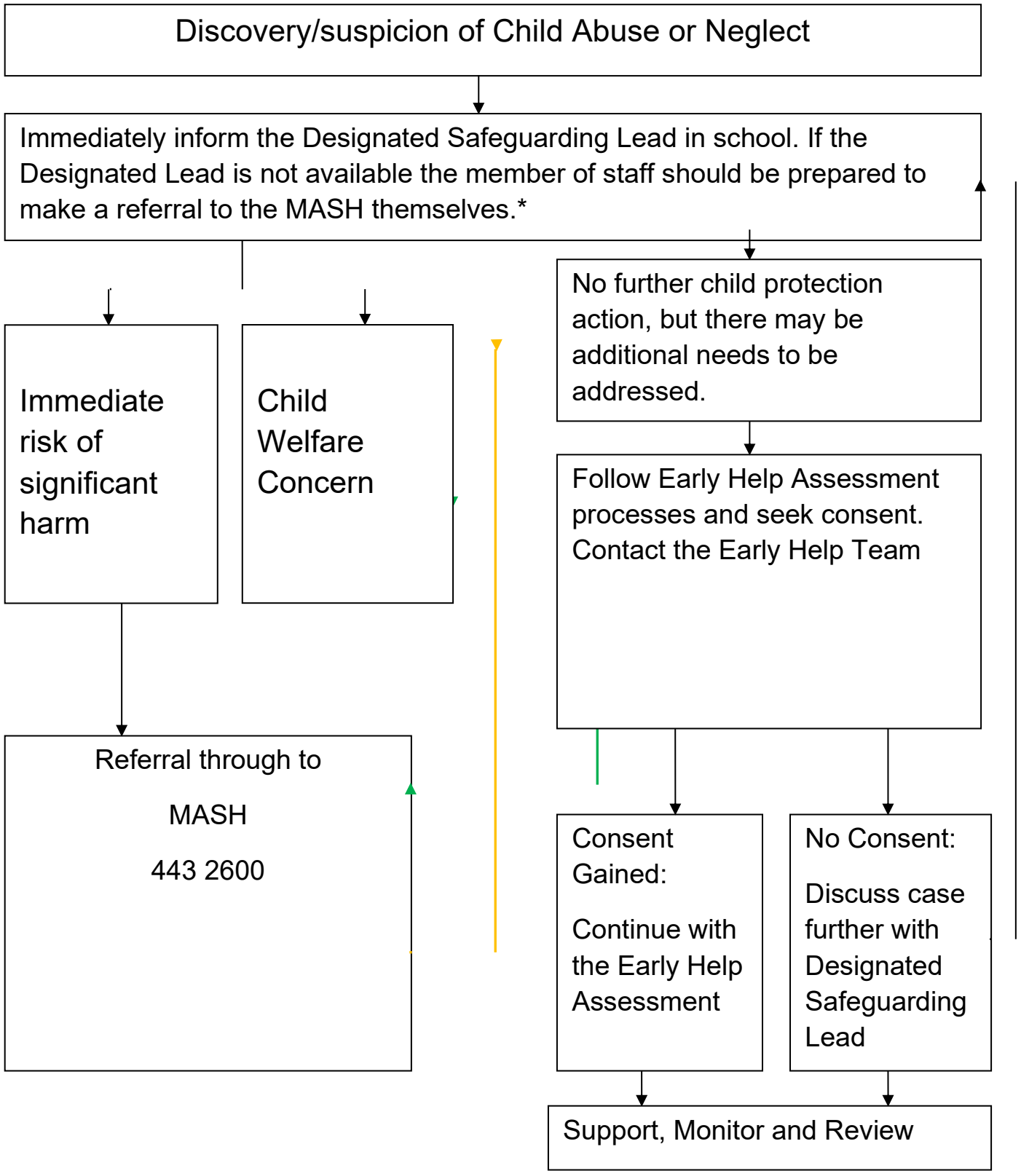
- understand relevant data protection laws, and

- be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

Other Local Designated Safeguarding Lead Additional duties
In Knowsley the Designated Safeguarding Lead may also act as champion for local/ area initiatives such as Operation Encompass, Child Exploitation single point of contact and Private Fostering.

Appendix 2

Child Protection Procedures Flow Chart



*Paragraph 63 , **Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. KCSIE, 2025.**

Appendix 3

HM Government

Seven golden rules for information sharing

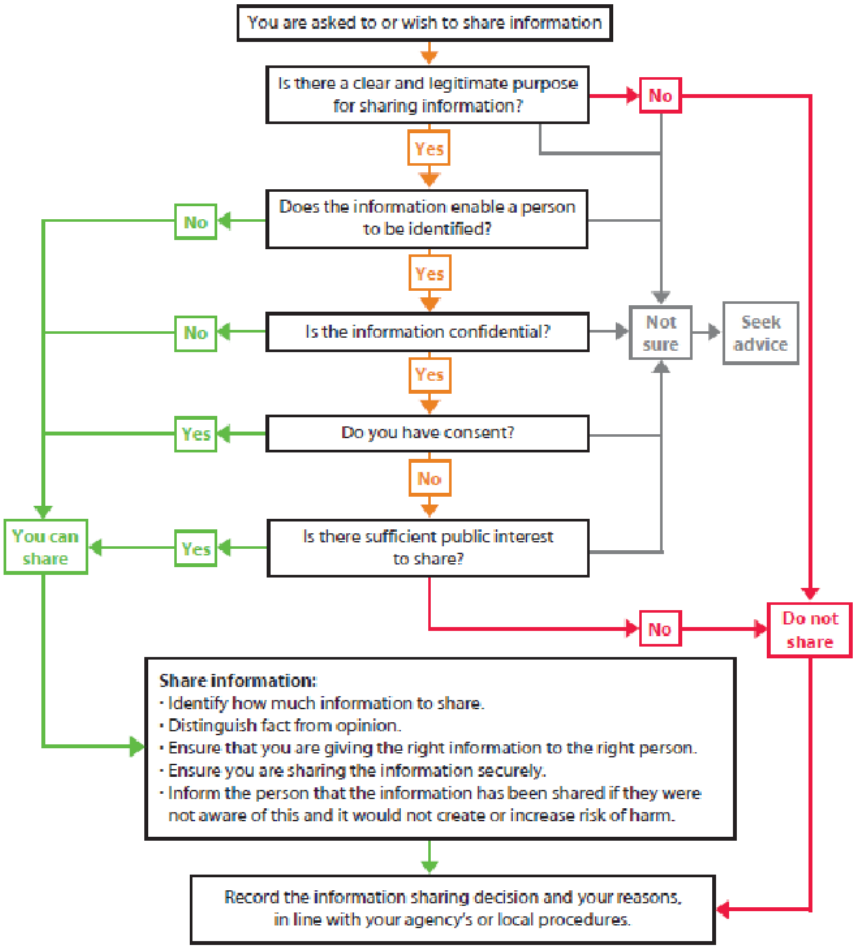
1. **Remember that the Data Protection Act is not a barrier to sharing information** but provides a framework to ensure that personal information about living persons is shared appropriately.
2. **Be open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. **Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.
4. **Share with consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
5. **Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
6. **Necessary, proportionate, relevant, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. **Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Local contacts

Extract from HM Government *Information Sharing: Guidance for practitioners and managers.*
Copies can be obtained from **www.ecm.gov.uk/informationsharing**

HM Government

Flowchart of key questions for information sharing



If there are concerns that a child may be at risk of significant harm or an adult may be at risk of serious harm, then follow the relevant procedures without delay.

Seek advice if you are not sure what to do at any stage and ensure that the outcome of the discussion is recorded.

Local contacts

Extract from HM Government *Information Sharing: Guidance for practitioners and managers.*
Copies can be obtained from **www.ecm.gov.uk/informationsharing**

Appendix 4

Receipt of Child Protection File

IMPORTANT: **The receiving school must return this section to the issuing school.**

Name of Receiving School:	
Issuing School:	**School Name:** **School Address:**
Child's Name:	
DOB:	

I confirm receipt of the child protection files on the above named pupil:

Name:

Job Title:

Signature:

Date:

Appendix 5

Indicators of abuse and neglect

Keeping Children Safe in Education 2026

Physical – A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm told a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional – the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
Sexual abuse - involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also be abusers as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and their school or colleges policy and procedures for dealing with it.
Neglect – the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Appendix 6

School Risk Identification and Safety Plan

Name											
Date of Safety Plan											
Safeguarding Issue Identified	**Possible Impact**	**Current Management Issues**	**Level of Risk** Assessment of risk with current control measures in place			**Additional Safeguarding Solutions**	**New Level of Risk** Assessment of residual risk with all control measures in place.			**Target Date**	**Review Date**
			Likelihood (probability)	Impact (Severity)	Current Risk Rating		Likelihood (probability)	Impact (Severity)	Current Risk Rating		

Likelihood	High	3	6	9
	Medium	2	4	6
	Low	1	2	3
		Low	Medium	High
	Impact			

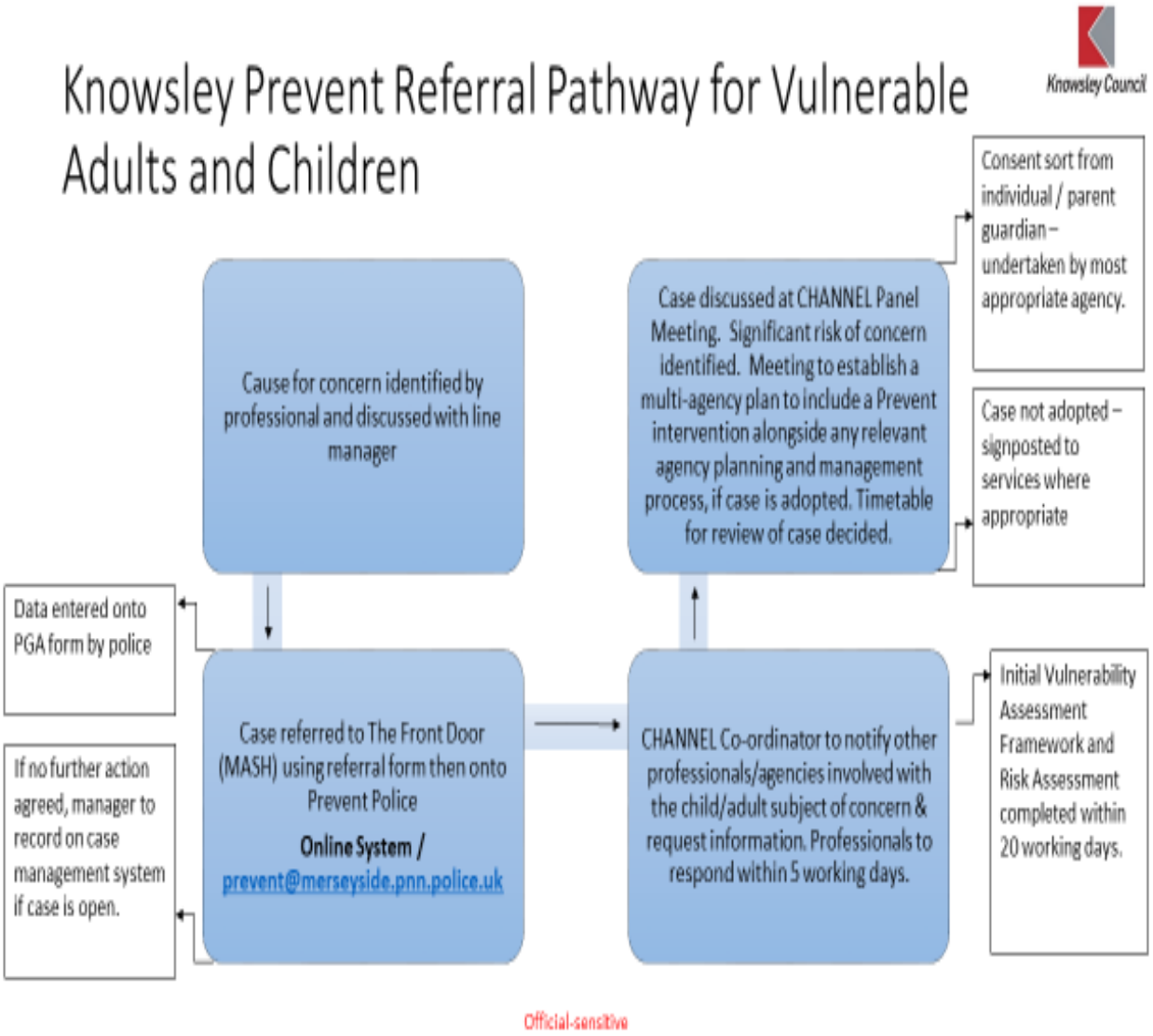
Signed _____

Appendix 7

Operation Encompass recording sheet

Police Reference Number		Date	
Child's name and age & DOB			
Date and time of incident Address			
Circumstances of incident			
Additional school information including other Operation Encompass calls			
Actions taken and Impact.			

Appendix 8



Knowsl@y Council

Appendix 9

Knowsley Vulnerable Children Meeting

Referral Form

Vulnerable Children's Meeting (VCM) –

A Multi Agency meeting to ensure a comprehensive, partnership review of children who are identified as showing early signs of becoming involved in concerning behaviour that are NOT open to services. This meeting is designed to discuss those children (and siblings if relevant) that professionals are worried about, who may be involved in anti-social behaviour or showing signs that their behaviour is starting to escalate into something more serious or potentially placing them at risk.

Thank you for referring into the Vulnerable Children Meeting. Please complete the referral form below.

Please return this form to safercommunities@knowsley.gov.uk

Referrer's Details

Name of referrer	
Email	
Telephone	
Address	

Who are you referring?

Child's Name	

Child's DOB

Parent/Carer Name

Home address

Telephone

What are you worried about for this child?

Have you reported this to any other agency or person? E.g. Police, Housing Association, local councillor?

Is there any further information you would wish to share to assist the meeting?

Are you aware of any other services that are supporting this child? If yes can you provide details below?

Appendix 10

PREVENT REFERRAL FORM

REFERRAL PROCESS
By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team & Prevent policing team for a joint assessment. Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection & other case sensitivities. Once you have completed this form, please email it to: prevent@merseyside.pnn.police.uk If you have any questions whilst filling in the form, please call 0151 777 8506 (Merseyside Prevent Team)

INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS	
Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Approx. Age (if DoB unknown):	Please Enter
Gender:	Please Describe
Known Address(es):	Identify which address is the Individual's current residence
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	Immigration status? Refugee status? Asylum claimant? Please describe.
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant.

DESCRIBE CONCERNS	In as much detail as possible, please describe the specific concern(s) relevant to Prevent.
Please Describe	

FOR EXAMPLE:

- How / why did the Individual come to your organisation's notice in this instance?
- Does it involve a specific event? What happened? Is it a combination of factors? Describe them.
- Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?
- Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?
- Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?
- Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?
- Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider *any* extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.
- Please describe any other concerns you may have that are not mentioned here.

COMPLEX NEEDS	Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?
Please Describe	

FOR EXAMPLE:

- Victim of crime, abuse or bullying.
- Work, financial or housing problems.
- Citizenship, asylum or immigration issues.
- Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.
- On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency.
- Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.
- Educational issues, developmental or behavioural difficulties, mental ill health (see **Safeguarding Considerations** below).
- Please describe any other need or potential vulnerability you think may be present but which is not mentioned here.

OTHER INFORMATION	Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..
Please Describe	

REFERRER'S ORGANISATIONAL PREVENT CONTACT (if different from above)	
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address

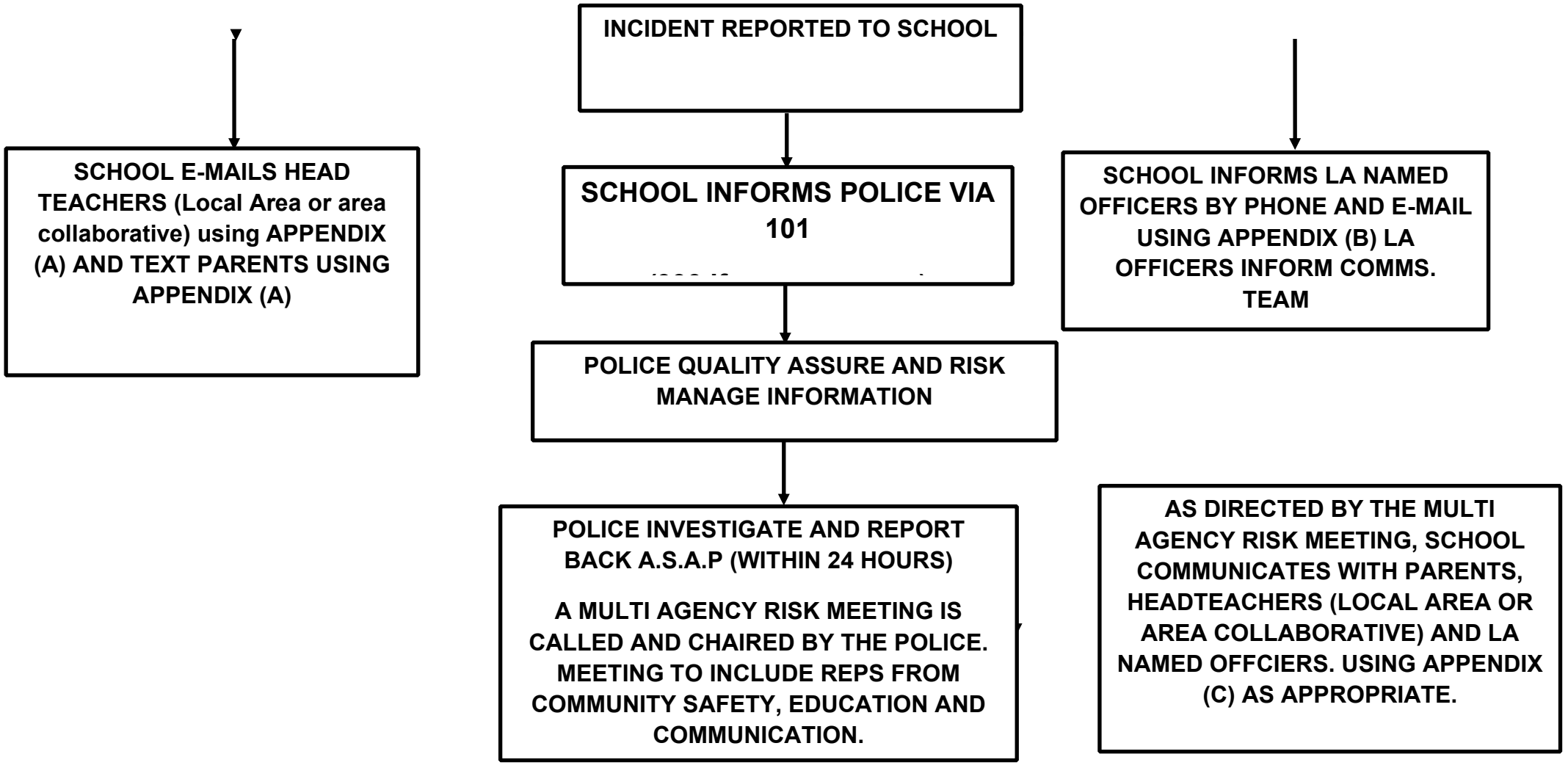
RELEVANT DATES	
Date the concern first came to light:	When were the concerns first identified?
Date referral made to Prevent:	Date this form was completed & sent off?

SAFEGUARDING CONSIDERATIONS	
Does the Individual have any stated or diagnosed disabilities, disorders or mental health issues?	Yes / No
Please describe, stating whether the concern has been diagnosed.	
Have you discussed this Individual with your organisations Safeguarding / Prevent lead?	Yes / No
What was the result of the discussion?	
Have you informed the Individual that you are making this referral?	Yes / No
What was the response?	
Have you taken any direct action with the Individual since receiving this information?	Yes / No
What was the action & the result?	
Have you discussed your concerns around the Individual with any other agencies?	Yes / No
What was the result of the discussion?	

INDIVIDUAL'S EMPLOYMENT / EDUCATION DETAILS	
Current Occupation & Employer:	Current Occupation(s) & Employer(s)
Previous Occupation(s) & Employer(s):	Previous Occupation(s) & Employer(s)
Current School / College / University:	Current Educational Establishment(s)
Previous School / College / University:	Previous Educational Establishment(s)

THANK YOU
Thank you for taking the time to make this referral. Information you provide is valuable and will always be assessed. **If there is no Prevent concern but other safeguarding issues are present, this information will be sent to the relevant team or agency to provide the correct support for the individual(s) concerned.**

REPORTING A STRANGER DANGER: FLOW CHART



Appendix A

STRANGER DANGER

EMAIL TO HEADTEACHERS
(LOCAL AREA OR AREA COLLABORATIVE)

STRANGER DANGER ALERT

We have had a report of an alleged “stranger danger” incident this morning / afternoon.

Following the approved Knowsley Flow Chart, we have notified the police and they are investigating.

You may wish to remind children of safety messages relating to stranger danger in school today.

Text message to parents:

“There has been a report of an alleged ‘stranger danger’ incident in the local community. Police have been informed and children are being reminded of safety messages in school today. Please remain vigilant.”

Appendix B

STRANGER DANGER REPORT

Name of reporting establishment		**Date the allegation was made**	
Name of person reporting		**Role**	
Contact Tel N°		**Time of incident**	
Date of incident		**Location of incident**	
Date reported to police		**Time reported to the police**	
Incident number (if known)			
Brief description of incident			

Please email completed form to:
chris.price@knowsley.gov.uk
vicki.clements@knowsley.gov.uk
schoolsafeguarding@knowsley.gov.uk

STRANGER DANGER

EMAIL TO HEADTEACHERS

(LOCAL AREA OR AREA COLLABORATIVE)

Following my email of *date,*

a) the police have investigated the incident and advise that no further action is needed.

Or

b) the police have investigated the incident and recommend that you send the following communication to parents – (to be advised as required.)

Stranger Danger Alert

Multi-agency Risk Meeting

Standard Agenda

1. **Introductions and apologies**

2. **Police information updates**

3. **Other agency information updates**

4. **Use the National Intelligence Model to establish what actions are required to prevent any potential harm to children e.g.**

    a. **Police and other agency intelligence/information gathering activity**
    b. **Police and other agency disruption activity e.g. police or other agency visibility outside schools at key times as applicable**
    c. **Establish need and type of communications with parents, children, schools, media and other agencies in order to ensure the prevention of harm and provide re-assurance to the public.**

5. **Date and time of next meeting as applicable.**