



SAFEGUARDING CHILDREN AND CHILD PROTECTION APPENDIX

Adopted by Utopia - for review by the Board of Directors
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Safeguarding Appendix

APPENDIX A: The role of the Designated Safeguarding Lead	
1	MANAGING REFERRALS
2	RECORDING, RETAININ AND SHARING INFORMATION
3	INTER-AGENCY WORKING AND INFORMATION SHARING
4	TRAINING
5	AWARENESS RAISING
6	QUALITY ASSURANCE
1	DEFINITIONS (+ Child on Child abuse)
2	CATEGORIES OF ABUSE
3	Mental Health
	Appendix B
1	Female Genital Mutilation
2	Fabricated Illness
3	Gang and Youth Violence
4	Faith Based Abuse
5	Risk to Trafficking
6	Risks Associated with Parent/Carer Mental Health
7	Drugs and Alcohol
8	Honour Based Violence and Forced Marriages
9	Managing Allegations Against School Staff
10	Preventing Radicalisation (Prevent & Channel)
11	Child Exploitation (CE), County Lines & Harmful Sexual Behaviour
12	Online Safety
13	Operation Encompass
14	Pre Appointment Checks
15	Single Central Record
16	Remote Learning via online platforms
17	The Use of 7 Minute Briefing (https://www.wirralsafeguarding.co.uk/7-minute-briefings/)

APPENDIX A:

The role of the Designated Safeguarding Lead

1 MANAGING REFERRALS:

- 1.1 Refer all safeguarding cases, including Early Help, to the Integrated Front Door (IFD) and to the Police if a crime may have been committed. (IFD@wirral.gov.uk)
- 1.2 Identify any safeguarding issues relating to individual young people, especially ongoing enquiries under section 47 of the Children Act 1989.
- 1.3 Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.
- 1.4 Escalate inter-agency concerns and disagreements about a young person's wellbeing. Further information can be found here: <https://www.wirralsafeguarding.co.uk/procedures/10-2-multi-agency-escalation-procedure/>
- 1.5 Have responsibility to ensure there is one Key Adult for Operation Encompass and the point of contact for Child Exploitation
- 1.6 To ensure that the Local Authority are notified if young people are persistently absent or missing from education

2 RECORDING, RETAININ AND SHARING INFORMATION

- 2.1 Keep written records of Safeguarding and welfare concerns on CPOMS and ensure a stand-alone file is created as necessary for young people with safeguarding concerns
- 2.2 Utopia will have at least two emergency contacts for every young person in the in case of emergencies, and in case there are welfare concerns at the home (KCSIE 2020)
- 2.3 Maintain a chronology of significant incidents for each young person with safeguarding concerns using CPOMS
- 2.4 Ensure such records are kept confidentially and securely and separate from the child's educational record.
- 2.5 Share information with transparency and accuracy in line with common law duty of confidentiality, Data Protection Act 2018, Human Rights Act 1998, Crime and Disorder Act 1998 and the Care Act 2014

3 INTER-AGENCY WORKING AND INFORMATION SHARING:

- 3.1 Co-operate and comply with Children's Social Care for enquiries under section 47 of the Children Act 1989.
- 3.2 Advocate that the Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping young people safe; and this includes allowing practitioners to share information without consent (Keeping Children Safe in Education 2023).

Safeguarding Appendix

- 3.3 Complete reports and attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.
- 3.4 Liaise with other agencies working with the young person, share information as appropriate and contribute to assessments.
- 4 TRAINING:
- 4.1 Undertake appropriate training, updated every two years, in order to
- be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness
 - understand the assessment process for providing early help and intervention, e.g. WSCB thresholds of need
 - have a working knowledge of how the local authority conducts initial and review child protection case conferences and contribute effectively to these; and
 - be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers and young carers.
- 4.2 Ensure each member of staff has read and understands the Utopia safeguarding policy and procedures, including providing induction on these matters to new staff members. Induction training, must include Utopia's behaviour policy, as well as the staff code of conduct, and the child protection policy.
- 4.3 Organise Safeguarding training for all staff members at least every three years. Ensure staff members who miss the training receive it by other means. Update staff as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Link to access safeguarding training via Wirral Safeguarding Children Partnership (WSCP) is: <https://www.wirralsafeguarding.co.uk/schools/>
- 4.4 Keeping Children Safe in Education (2022) Part 1 has to be read by all members of the staff; and for everyone working directly with young people the following documents should also read:
- Working Together to Safeguard Children 2023- Chapter 1
 - Keeping Children Safe in Education- Chapter 1 and Appendix A
 - Staff Code of Conduct
 - Safeguarding and Child Protection Policy
 - Utopia's Behaviour Policy
 - What to do if you're worried a child is being abused
- 4.5 Encourage a culture of listening to young people and taking account of their wishes and feelings in any action taken to protect them.
- 4.6 Maintain accurate records of staff recruitment, induction and training.
- 5 AWARENESS RAISING:

Safeguarding Appendix

- 5.1 Review the safeguarding policy and procedures annually and liaise with Utopia's board of directors to update and implement them
 - 5.2 Make the safeguarding policy and procedures available publicly and raise awareness of parents that referrals about suspected abuse may be made and the role of Utopia in any investigations that may follow.
 - 5.3 Provide an annual briefing to staff on any significant changes to safeguarding legislation and procedures and relevant learning from local and national serious case reviews.
 - 5.4 Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- 6 QUALITY ASSURANCE:
- 6.1 Monitor the implementation of and compliance with policy and procedures, including periodic audits of Safeguarding and welfare concerns files (at a minimum once a year).
 - 6.2 Complete an audit of the Utopia safeguarding arrangements at frequencies specified by the Wirral Safeguarding Children Partnership.
 - 6.3 Take lead responsibility for remedying any deficiencies and weaknesses identified in Safeguarding arrangements.

APPENDIX B: Safeguarding Procedure

- 1 DEFINITIONS:
- 1.1 Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by adults or another child or children.
 - 1.2 Children are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.
 - 1.3 Child protection is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.
 - 1.4 Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.

Safeguarding Appendix

- 1.5 Harm is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.
- 1.6 Safeguarding children is the action we take to promote the welfare of young people and protect them from harm. Safeguarding and promoting the welfare of young people is defined as:
- protecting young people from maltreatment;
 - preventing impairment of young people's health and development;
 - ensuring that young people grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all young people to have the best outcomes.

All staff must have an awareness of safeguarding issues. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put young people in danger.

All staff must be aware safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to Utopia's policy and procedures with regards to child on child abuse; and on how the risk of child on child abuse is being minimised, how suspected abuse will be recorded and investigated; as well as how the victims and perpetrators will be supported.

- 1.7 Significant harm is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 47 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'

2 CATEGORIES OF ABUSE:

- 2.1 Emotional abuse is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:
- making a child feel worthless, unloved or inadequate
 - only there to meet another's needs
 - inappropriate age or developmental expectations
 - overprotection and limitation of exploration, learning and social interaction
 - seeing or hearing the ill treatment of another, e.g. domestic abuse
 - serious bullying
 - exploitation or corruption

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- 2.2 Neglect is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, it may involve a parent failing to:
- provide adequate food, clothing and shelter, including exclusion from home or abandonment

Safeguarding Appendix

- protect a child from physical and emotional harm or danger
- ensure adequate supervision, including the use of inadequate care givers
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- 2.3 Physical abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 2.4 Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

3 Mental Health

- 3.1 All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- 3.2 Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one
- 3.3 Where young people have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education
- 3.4 If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

There are three thresholds for and types of referral that need to be considered:

Is this a child with additional needs; were their health, development or achievement may be adversely affected? Practitioners should follow Wirral's Guide to Integrated Working, November 2015.

- Age appropriate progress is not being made and the causes are unclear or
- The support of more than one agency is needed to meet the child or young person's needs. If this is a child with additional needs discuss the issues with the Utopia designated safeguarding lead

Is this a child in need matter? Section 17 of the Children Act 1989 says:

- they are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- their health or development is likely to be impaired, or further impaired without the provision of such services.
- they are SEND (and as such can face additional safeguarding challenges).

If this is a child in need, discuss the issues with the Designated Safeguarding Lead and parents. Obtain their consent for referral.

Is this a child protection matter? Section 47 of the Children Act 1989 says:

- children at risk or who are suffering significant harm.
- children suffering the effects of significant harm
- serious health problems.

More on the thresholds can be found here:

<https://www.wirral safeguarding.co.uk/multi-agency-thresholds/>

If this is a child protection matter, this should be discussed with the Designated Safeguarding Lead and will need to be referred to the Integrated Front Door by the school as soon as possible.

<https://www.wirral safeguarding.co.uk/public/concerned-about-a-child/>

APPENDIX C: FURTHER INFORMATION

1 Female Genital Mutilation:

Female Genital Mutilation (FGM) 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 UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

1.1 Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

Safeguarding Appendix

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

1.2 Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Mandatory reporting commenced in October 2015. These procedures remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

1.3 Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers, along with social workers and healthcare professionals, 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. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty commenced in October 2015. Teachers must 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 still consider and discuss any such case with the school's designated safeguarding lead and involve the Integrated Front Door as appropriate.

2 Fabricated Illness:

2.1 Staff must be aware of the risk of children being abused through fabricated illness. There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history;
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- induction of illness by a variety of means.

2.2 Where this is identified and considered a risk a referral will be made to The Integrated Front Door (IFD) for support and guidance. Utopia may involve other agencies in making their assessments. That could include the referring school, community paediatrician etc

3 Gang and Youth Violence:

Safeguarding Appendix

- 3.1 Young People who become involved in Gangs are at risk of violent crime and as a result of this involvement are deemed vulnerable. Agencies and professionals have a responsibility to safeguard these young people and to prevent further harm both to the young person and their potential victims. Risks associated with Gang activity include access to weapons (including firearms), retaliatory violence and territorial violence with other gangs, knife crime, sexual violence and substance misuse
- 3.2 Indicators may be
- Troublesome
 - High daring
 - Positive attitude towards delinquency
 - Previously committed offences
 - Involved in anti-social behaviour
 - Substance use
 - Aggression
 - Running away and truancy
 - Marijuana use
 - Disrupted family
 - Poor supervision
 - Low academic achievement in school
 - Special Educational Need
 - Peers involved in crime and/or anti-social behaviour
 - Marijuana availability
 - Children and young people in the neighbourhood involved in crime and/or anti-social behaviour

<https://www.gov.uk/government/publications/serious-violence-strategy>

4 Faith Based Abuse:

- 4.1 This policy recognises the ‘National Action Plan to Tackle Abuse linked to faith or belief’ which describes this abuse as:

‘not about challenging people’s beliefs, but where beliefs lead to abuse that must not be tolerated. This includes belief in witchcraft, spirit possession, demons or the devil, the evil eye or djinns, dakini, kindoki, ritual or muti murders and use of fear of the supernatural to make children comply with being trafficked for domestic slavery or sexual exploitation. The beliefs which are not confined to one faith, nationality or ethnic community.’

- 4.2 When this type of abuse is suspected staff will make a referral report concerns to the Designated Safeguarding Lead who may seek the following advice to inform their assessment.

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

5 Risk to Trafficking:

- 5.1 Article 3 of the Palermo Protocol to Prevent, Suppress And Punish Trafficking In Persons, Especially Women And Children, Supplementing the United Nations

Safeguarding Appendix

Convention Against Transnational Organised Crime to the UN Convention (2000) (ratified by the UK on 6 February 2006) defines trafficking as:

- (a) “Trafficking of persons” shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat of or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.
 - (b) The consent of a victim of trafficking in persons to the intended exploitation set forth in sub-paragraph (a) of this article shall be irrelevant where any of the means set forth in subparagraph (a) have been used.
 - (c) The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered “trafficking in persons” even if this does not involve any of the means set forth in sub-paragraph (a) of this article
 - (d) “Child” shall mean any person under eighteen years of age.
- 5.2 Children trafficked into the country may be registered at a school for a term or longer, before being moved to another part of the UK or abroad. This pattern of registration and de-registration may be an indicator that a child has been trafficked. It has been identified as a particular concern in schools which are situated near ports of entry, but practitioners should be alert to this possibility in all schools. However, practitioners should always bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around - Gypsy, Roma, traveller or migrant families - who collectively go missing from school.
- 5.3 If a member of Utopia staff suspects that a child may have been trafficked they should act immediately to inform the Designated Safeguarding Lead and ensure that police or local authority children’s social care are contacted immediately.

6 Risks Associated with Parent/Carer Mental Health:

- 6.1 The majority of Parents who suffer mental ill-health are able to care for and safeguard their children and/or unborn child.
- Some parents, however, will be unable to meet the needs and ensure the safety of their children. Utopia will follow the guidance outlined in ‘working with parents with mental health problems and their children (Think child, think parent, think family: a guide to parental mental health and child welfare).
- 6.2 Our approach is to recognise; seek support; instil preventive factors and monitor. The Integrated Front Door can provide links and support with Wirral Adult Social Care if required. The Designated Safeguarding Lead should seek support through TAF with family support but escalate to the Integrated Front Door if they are concerned that the child involved is being placed at immediate risk of harm. The [CAMHS and Early Help Resource-and-Information-Pack](#) details the Early Help services available to children, young people and their families. The offer includes mental health support services

<https://www.wirral safeguarding.co.uk/professionals/what-is-early-help/>

Safeguarding Appendix

7 Drugs and Alcohol:

7.1 Young people can be at risk of drugs and alcohol directly and indirectly.

They may be at direct risk of having access to these substances or indirectly because they affect family life at home through use by parents/carers, siblings, child-minders etc. Risks associated with drugs and alcohol is built into the Utopia curriculum. We work with our partners and Wirral LA to provide curriculum advice and guidance in this area. The Utopia Drug and Alcohol policy has been devised in conjunction with the Wirral Schools drug Advisor and is available to all staff.

8 Honour Based Violence and Forced Marriages:

8.1 Honour Based Violence and Forced Marriage refers to a collection of practices used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a relative has shamed the family or community by breaking their 'code of honour'. Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist.

8.2 'A forced marriage is a marriage in which one or both spouses do not (or, in the case of some vulnerable adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'

8.3 For more information see;

<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/>

<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/case-studies/safer-schools-partnership>

<http://www.karmanirvana.org.uk/>

9 Managing Allegations against staff:

9.1 The Local Authority Designated Officer for Allegations (LADO) must be told of allegations against adults working with children and young people within 24 hours. Board of directors should refer to this guidance if there is an allegation against the Centre Manager. This includes all cases where a person is alleged to have:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children

9.2 The Local Authority Designated Officer for Allegations (LADO) in Wirral is:
Pamela Cope :

- email: safeguardingunit@wirral.gov.uk

If judged appropriate during the initial contact with the LADO, an Allegations Referral Form must be completed by the senior manager in full and forwarded to the LADO via email within 24 hours. LADO referral form, flowcharts and information can be accessed here:

<https://www.wirralsafeguarding.co.uk/professionals/lado-allegations>

The LADO procedure does not replace safeguarding procedures and the Integrated Front Door (IFD@wirral.gov.uk) must be contacted if you have a safeguarding concern about a child. If you require advice about your agencies response to an allegation please contact your HR provider.

The LADO can only provide advice and guidance regarding allegations in relation to a person in a position of trust. Any general safeguarding enquiries or concerns should be reported to Wirral Children's Services on 0151 606 2008 or 0151 677 6557 out of hours. The LADO cannot provide advice to professionals subject to allegations, support and investigation updates should be sought directly from the investigating agency or employer.

10 Preventing Radicalisation:

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

10.1 Prevent

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ('The CTSA 2015') Schools must have regard to statutory PREVENT GUIDANCE issued under section 29 of the CTSA 2015.

Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools' responsibility to the need to prevent people from being drawn into terrorism." This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes:

- risk assessment,
- working in partnership,
- staff training
- IT policies.

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of

Safeguarding Appendix

radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Partnerships (LSCPs).

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally. Further information and guidance is available on the WSCP website:

<https://www.wirral safeguarding.co.uk/radicalisation-and-extremism/>

The Department for Education has also published advice for schools on the Prevent duty and is intended to complement the Prevent guidance and signposts other sources of advice and support.

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

10.2 Channel

School staff should understand when it is appropriate to make a referral to the Channel team. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges are required to have regard to Keeping Children Safe in Education and, as partners, are required to cooperate with local Channel panels.

11 Child Exploitation, County Lines & Harmful Sexual Behaviour

- 11.1 Child Sexual Exploitation (CSE) occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). CCE indicators can also be indicators of CSE, as can: children who have older boyfriends or girlfriends; and children who suffer from sexually transmitted infections or become pregnant
- 11.2 While there is still no legal definition of 'Child Criminal Exploitation' or CCE, it is increasingly being recognised as a major factor behind crime in communities across Merseyside and the UK, while also simultaneously victimising vulnerable young people and leaving them at risk of harm. A simple definition of CCE is: CCE often occurs without the victim being aware that they are being exploited and involves young people being encouraged, cajoled or threatened to carry out crime for the benefit of others. In return they are offered friendship or peer acceptance, but also cigarettes, drugs (especially cannabis), alcohol or even food and accommodation.
- 11.2 County lines is a term used to describe gangs, groups or drug networks that supply drugs from urban to suburban areas across the country, including market and coastal towns, using dedicated mobile phone lines or 'deal lines'. They exploit children and vulnerable adults to move the drugs and money to and from the urban area, and to store the drugs in local markets. They will often use intimidation, violence and weapons, including knives, corrosives and firearms.
- County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and voluntary and community sector organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.
- Further information and PAN Merseyside CE / CCE Documentation can be found here:
<https://www.wirral Safeguarding.co.uk/child-criminal-exploitation-and-county-lines/>
- 11.3 Child Sexual Exploitation & Child Criminal Exploitation: Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability,

Safeguarding Appendix

physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females and children or adults.

The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation. As well as being physical can be facilitated and/or take place online. Further information and documentation can be found here:

<https://www.wirralsafeguarding.co.uk/child-sexual-exploitation-cse/>

- 11.4 Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence refers to sexual offences under the Sexual Offences Act 2003, including rape, assault by penetration and sexual assault (described in the guidance and in KCSIE 2023).
- 11.5 It is important that schools and colleges are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.
- 11.6 Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing DfE guidance situates sexual violence, sexual harassment and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. Advice about tackling and reporting sexual harassment in schools and colleges from Sept 2021 is here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

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

- 11.7 Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. We also have a statutory duty to

report and record any of the above incidents. Schools must record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it. For more guidance follow the link attached in item 11.6.

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

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

Upskirting - ‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim. The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Further information about consent can be found here:

<https://rapecrisis.org.uk/get-informed/about-sexual-violence/sexual-consent/>

Sexual consent

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16

12 Online Safety:

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. An effective approach to online safety empowers an organisation to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material

Safeguarding Appendix

- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm

For online safety, there is recognition in this guidance that most children are using data on their phones, on the 3G or the 4G network. In Utopia, this means that not only must staff think about filtering and monitoring within the centre's infrastructure, they also need to have a policy about children accessing the internet whilst they're on site.

12.1 Filters and monitoring

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school or colleges IT system or use of mobile data sources. As part of this process governing bodies and proprietors should ensure their school has appropriate filters and monitoring systems in place; together with appropriate testing mechanisms. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the schools IT system and the proportionality of costs Vs risks. The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part by the risk assessment required by the Prevent Duty.

For online safety, there is a recognition in this guidance that most children are using data on their phones, on the 3G or the 4G network. In schools, this means that not only must staff think about filtering and monitoring within the school's infrastructure, they also need to have a policy about children accessing the internet whilst they're at school.

The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like. <https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring> There is guidance below designed to help parents and carers to keep their children as safe as possible when online

<https://www.wirral Safeguarding.co.uk/online-safety-guidance-parents/>

13 Operation Encompass

- 13.1 Utopia is part of Operation Encompass, a national police and education intervention safeguarding partnership which supports children and young people who experience domestic violence and abuse.
- 13.2 Children were recognised as victims of domestic abuse in their own right in the 2021 Domestic Abuse Act. Operation Encompass means that police will share information with our school about all police attended domestic abuse incidents which involve our students prior to the start of the next school day.

Safeguarding Appendix

- 13.3 Utopia's Key Adult for operation Encompass is Danny Cooke and it is his responsibility to co-ordinate and cascade appropriate responses to incidents of domestic abuse suffered by our students to the staff and governors.
- 13.4 We ensure that parents are fully aware that we are an Operation Encompass school via our website and induction packs
- 13.5 As a staff team we discuss how we can support our students on a day to day basis and are aware that we must do nothing that puts our students or the non-abusing adult at risk.
- 13.6 Operation Encompass notifications are stored securely online via CPOMS in line with all other confidential safeguarding information. Operation Encompass data will form part of termly safeguarding report to Governors
- 13.7 We have used the Operation Encompass Key Adult Responsibilities checklist to ensure that all appropriate actions have been taken by Utopia.
- 13.8 In the absence of the DSL the deputy will ensure that key information is shared with staff and all key stakeholders.

14 Pre-Appointment Checks:

- 14.1 Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary pre-employment checks.
- 14.2 When appointing new staff, schools and colleges must
 - Verify a candidate's identity. Identification checking guidelines can be found on the GOV.UK website.
 - obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity);
 - obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
 - schools that work with children between 8 and 18 years old must recognise that the 'relationships and associations' that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the school (Childcare Act 2006 - as amended).
 - verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role.
 - verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, follow advice on the GOV.UK website.
 - if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate and
 - verify professional qualifications, as appropriate.
 - carry out prohibition check for all staff with QTS

Safeguarding Appendix

- complete a risk assessment for each volunteers to decide whether they need to do an enhanced DBS check or not. (Please note:, even if it is decided an enhanced DBS is to be requested, if the volunteer is not in regulated activity, then you're not legally allowed to do a barred list check).

Further guidance can be found in Keeping Children Safe in Education (2023)

15 Single Central Record:

15.1 Schools and colleges must keep a single central record. The single central record must cover the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school: in colleges, this means those providing education to children; and
- The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:
 - an identity check;
 - a barred list check;
 - an enhanced DBS check/certificate;
 - a prohibition from teaching check;
 - further checks on people who have lived or worked outside the UK; this would include recording checks for those EEA teacher sanctions and restrictions
 - a check of professional qualifications; and
 - a check to establish the person's right to work in the United Kingdom.

15.2 For supply staff, schools should also include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received.

15.3 A record of staff leavers must be maintained on the Single Central record .

15.4 Maintained school governors

Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who does not already have one. Governance is not a regulated activity and so they do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity.

15.5 The SCR shall be updated in the light of any further legislation.

16 Remote Learning Via Online Platforms:

16.1 Each session must take place using Utopia's approved platform, Zoom. Zoom security procedures have been selected for this programme to ensure the online environment is safe and secure. These include:

- A unique login and password for Zoom meeting rooms
- Recording feature is disabled in line with GDPR restrictions
- Young person's screen sharing is disabled
- Staff controls who can enter from the Zoom Waiting Room
- Staff can remove anybody from the session at any time
- All sessions will be accessible for Utopia safeguarding team to 'drop in' and oversee at any time for the purposes of quality assurance and safeguarding.
- Staff, parents/carers, and students will all have Utopia safeguarding contacts they can report any issues to. Contact channels will be disseminated for both safeguarding and technical issues.
- As per our standard safeguarding policy a member of management will be on call at all times to report any safeguarding concerns.
- All staff taking part in the programme will take part in specific remote delivery training. This will cover safeguarding procedures, use of the software and appropriate delivery methods.
- Training should be renewed every year and will be logged centrally with other safeguarding training.

16.2 Information for staff- Session and data management

- Staff must ensure that the operating system and Zoom App in use during sessions are kept updated, to ensure that sessions are protected against emerging security threats
- Administrators will have access to all sessions. Staff/volunteers will all have individual log-ins to the system as 'hosts'.
- The list of staff who have access to a Utopia Zoom 'room' will be monitored regularly by Utopia management team to ensure it includes only those currently delivering remote sessions.
- Sessions will be scheduled in advance by Utopia administrative staff. Session ID in the form of both Zoom number and hyperlink will be generated centrally by an administrator and sent to both staff and young people. (Delivery staff will not send out lesson invitations). This means that:
- Parents/carers do not need a Zoom account to access sessions, and students do not log-in and so no log-in data is collected
- Each coach's ID number/hyperlink is unique to that tutor's Zoom 'room'

16.3 Session Location

- Sessions should ideally take place in front of a neutral plain background (applies to both staff and young person).
- Any furniture, pictures and ornaments visible in the staff members space should be non-distracting or appropriate (e.g. posters, images).
- Care should be taken to minimise visibility of any personal items (e.g. family photos).
- Sessions should take place in a suitable quiet space, without intrusions from others, or movement taking place behind the coaches visible on camera.
- Staff are advised to situate themselves so that their webcam is not pointing

Safeguarding Appendix

towards a window. This will help to make their video stream clearer.

- Unless in exceptional circumstances sessions should take place ins

16.4 Information for parents, carers and young people

- Parents/carers should be nearby when the session takes place but are not expected to directly take part in the session.
- Parents/carers should announce their presence to the coach at the start of the session.
- If a parent/carer is not present at the start of the session then the session will be terminated by the member of coach. The young person may then rejoin once an adult is present.
- Other children are not allowed to be present during sessions.
- Young people should receive sessions in a shared family space (or classroom) and not in a young persons bedroom, unless there is no alternative (e.g. because of IT access location)
- Parents/carers should maintain an 'open door' policy during sessions.
- Young people and parents/carers should know how to act if they have any concerns with regards to a member of staff or volunteer or other. Concerns should be sent to dcooke@utopiaproject.org.uk.
- Young people should be dressed appropriately for a session, wearing clothes suitable for being seen in public.
- Parents/carers must also adhere to the expectations of dress and setting.
- Language must always be professional and appropriate during sessions, including any family members that may pass in the background.
- Parents/carers and young people should stop lessons by leaving the Zoom room if they feel the coach is not meeting expectations and report this to Utopia.

There is a policy for remote learning that demonstrates on understanding of how to follow safeguarding procedures when planning remote education strategies and teaching remotely during the coronavirus (COVID-19) outbreak.

<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

<https://www.gov.uk/guidance/safeguarding-and-remote-education>

17 The use of 7 Minute Briefings

Wirral Safeguarding Children's Partnership have published a series of 7 minute briefings to be used as an aid to upskill staff and remind professionals of the key issues currently impacting local young people. Utopia will disseminate the information provided in the 7 minute briefings during each full staff meeting throughout the year. For those requiring further information on the various issues, the briefings can be accessed via the following link <https://www.wirralsafeguarding.co.uk/7-minute-briefings/>

Safeguarding Appendix