West Kirby School & College

Safeguarding, Behaviour, Attitudes and Attendance Handbook
2025 - 2026

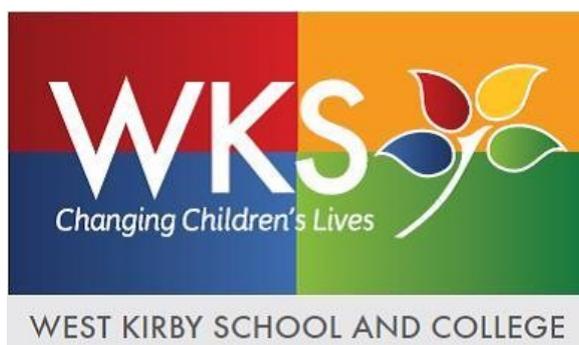| Written by:	Pete Smith
Reviewed /agreed:	June 2025

Contents

1. Safeguarding Children and Child Protection Policy
2. Prevent Policy
3. Behaviour Policy
4. Anti-bullying Policy
5. E-safety Policy
6. Attendance and Truancy Policy

Further information:

Key Contacts:

Role:	Name/ Details:	Contact:
CEO	Sian Thomas	07308 599 593 sthomas@wkrs.co.uk
Headteacher	Richard Hicks	rhicks@wkrs.co.uk
Designated Safeguarding Lead	Sarah Wilkinson	07308 593 886 swilkinson@wkrs.co.uk
Deputy Designated Safeguarding Lead	Jessica Quayle	07478 152780 jquayle@wkrs.co.uk
Trustee with responsibility for Safeguarding	Lynda Powner	07308 600521 lpowner@wkrs,co,uk
Local Authority Designated Officer (LADO)	LADO	0151 606 2008 Out of hours 0151 677 6557 safeguarding unit@wirral.gov.uk
Head of Service Quality & Safeguarding Children	Lynn Campbell	0151 666 4371
Prevent Single Point of Contact	Claire Wright	Claire.Wright@liverpool.gov.uk Alison.Burnett@liverpool.gov.uk
Prevent Team Merseyside Police	Prevent Team	0151 777 8125
Director of Children's Services	Elizabeth Hartley	0151 606 2000
Integrated Front Door	Mon-Fri, 9:00am – 5.00pm Outside of these hours	Tel: 0151 606 2008 ifd@wirral.gov.uk Tel: 0151 677 6557
Police	In an emergency For non-emergency but possible crime	999 101
Chair of the School Board	Mr Tom Whitworth	twhitworth@wkrs.co.uk

Safeguarding Policy.

INTRODUCTION:

1.1.   Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play ensuring children and young people are <u>safe from abuse, exploitation and harm</u>. Our school including is committed to safeguarding children and creates a culture of vigilance.

1.2.   Our pupils' welfare is our paramount concern. The Trustees will ensure that our school will safeguard and promote the welfare of pupils and work together with agencies to ensure that our school and residential provision has adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.

1.3.   Our school is a community and all those directly connected, staff members, Trustees parents, families and pupils, have an essential role to play in making it safe and secure for all.

1.4.   This procedure document provides the basis for good practice within the school for Safeguarding work. It should be read in conjunction with the Wirral Safeguarding Partnership safeguarding Policies and Procedures (together other relevant LAs), plus the safeguarding appendix document. These are in keeping with relevant national procedures and reflect what the partnership considers to be safe and professional practice in this context.

2   OUR ETHOS:

2.1   We believe that this school should provide a caring, positive, safe and stimulating environment that promotes the social, physical, spiritual and moral development of the individual child; enabling all children to thrive.

2.2   We recognise the importance of providing an environment within our school that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to. We recognise that both mental and physical health are relevant to safeguarding and the welfare of children

2.3   We recognise that all adults within the school, including permanent, supply staff, temporary staff, volunteers, parents and Trustees, have a full and active part to play in protecting our pupils from harm.

2.4   We will work with parents and carers to build a solid understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

3   SCOPE

3.1   In line with the law, this policy defines a child as anyone under the age of 18 years but in the case of SEND it is up to 25 years of age.

3.2   This policy applies to all members of staff in our school, including all permanent, temporary and support staff, Trustees, volunteers, contractors and external service or activity providers.

3.3   This policy applies to all learners and residents in this school.

4   THE LEGAL FRAMEWORK

4.1   Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to decide to ensure that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of the same Act places a similar duty on non-maintained (such as WKS) and independent schools, including free schools and academies.

        Trustee have a strategic leadership responsibility for their school's safeguarding arrangements and must ensure that they comply with their duties under the legislation. They must have regard to this guidance, ensuring policies, procedures and training in their schools are effective and comply with the law at all times.

4.2   Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to co-operate with the local authority to improve the well-being of children in the local authority area. WKS as a non-maintained school follows the above requirements in work carried out in conjunction with the local authorities the pupils are from.

4.3   Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a school or further education institution to supply information in order to perform its functions. This must be complied with.

4.4   This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

Working Together to Safeguard Children: A Guide to Inter-Agency Working to help protect and promote the welfare of Children, December 2023:

https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working_together_to _safeguard_children_2023.pdf

Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2024

        https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

  All procedures can be found on the Wirral Safeguarding Children Partnership website:

        https://www.wirralsafeguarding.co.uk/procedures/

5   COVID-19 / ROLES AND RESPONSIBILITIES

5.1   Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (COVID-19).

The department has issued non-statutory interim guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak. This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads to continue to have appropriate regard to KCSIE and keep their children safe. It suggests where schools and colleges might consider safeguarding policy and process differently when compared to business as usual.

Schools will consider their management of coronavirus (COVID 19) and record this in a risk assessment. If outbreaks occur, senior leadership teams will take advice from Public Health England and consider how best to respond, which may include asking pupils to study from home using on-line facilities and/or the implementation of temporary groupings/'bubbles' of pupils in school

5.2   The school's Designated Safeguarding Lead (DSL) with overall designated responsibility for safeguarding is Sarah Wilkinson, Jess Quayle is the Deputy Designated Safeguarding Lead (DDSL), to ensure there is appropriate cover for this role at all times. **The responsibilities of all Designated Safeguarding Lead are described in Appendix A.**

The Designated Safeguarding Lead will be on our school's leadership team and their role of Designated Safeguarding Lead will be **explicit in their job description**. This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and Safeguarding matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. (KCSIE, 2024).

5.3   The Charity has a CEO and a **nominated governor** responsible for safeguarding to champion good practice, to liaise with the head teacher and to provide information and reports to the governing body.

5.4   The **case manager for dealing with allegations** of abuse made against school staff members is the Headteacher. The case manager for dealing with allegations against the Headteacher in the Headteacher, for dealing with allegation against the Headteacher it is the chair of governors. **The procedure for managing allegations is detailed in Appendix C.**

5.5   The **Headteacher** will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

5.6   The **Trustees** have a collective responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.

5.7   **All staff members, trustees, volunteers and external providers** know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child. They are aware that behaviours and physical signs linked to behaviours that put children in danger. All staff should know what to do if a child tells them he/she is being abused 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 involved, such as the designated 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. Safeguarding issues can manifest

themselves via child-on-child abuse. This may include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual harassment, sexual violence and assaults, harmful sexual behaviour and sexting. Staff should recognise that children are capable of abusing their peers or other children.

5.8   Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing.   Recent 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. 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. We also have a statutory duty to report and record any incidents of 'Upskirting'.

The appropriate safeguarding lead person should be familiar with the full 2024 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

It is important that schools 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 go to:

https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges (May 2018)

The guidance covers: It covers what sexual violence and harassment is, schools' and colleges' legal responsibilities, a whole school or college approach to safeguarding and child protection and how to respond to reports of sexual violence and sexual harassment

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and will be managed in line with our child protection policies. Victims of harm will be supported by the school's pastoral system.

A bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals that need support and guidance. If you are concerned about something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk.

5.9   There is a policy regarding the use of mobile phones, cameras and other digital recording devices e.g. iPads. For online safety, there is within the policy support about children accessing the internet whilst they're at school using data on their phones (3G, 4G or 5G networks).

There is a policy for remote learning that demonstrates how to follow safeguarding procedures when planning remote education strategies and teaching remotely during the coronavirus (COVID-19) outbreak.   (All IT policies are located on the Every System)

[Remote education good practice - GOV.UK (www.gov.uk)](www.gov.uk)

6   SUPPORTING CHILDREN

6.1   We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. Our school and residential setting may be the only stable, secure and predictable element in their lives.

6.2   We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

6.3   Our school will support all pupils by:

➢ ensuring the content of the curriculum includes social and emotional aspects of learning; Through PSHE, RSHE and other curriculum contexts, pupils are encouraged to talk about feelings and deal assertively with pressures, are listened to, and know to whom they can turn to for help and advice; specifically, in school via tutorial time, PCT intervention.

➢ providing pupils with a range of appropriate adults to approach if they are in difficulties; and ensuring that pupils are taught about safeguarding so that they 'recognise when they are at risk and how to get help when they need it' (KCSIE 2024)

➢ supporting the child's development in ways that will foster security, confidence and independence and encourage the development of self-esteem and self-assertiveness while not condoning aggression or bullying; (The anti-bullying policy is located on the 'Every' system)

➢ ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly; plus Relationship and Sexual Education (RSE) requirements

➢ liaising and working together with other support services and those agencies involved in safeguarding children;

➢ ensuring that the curriculum will help children stay safe, recognise when they do not feel safe and identify who they might or can talk to and will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including 'sexting' and 'Harmful Sexualised Behaviour';

➢ having a behaviour policy that is aimed at supporting vulnerable pupils in the school and on the residential setting. The school will ensure that each pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred;

➢ ensuring repeated hate incidents, e.g. racist, homophobic or gender- or disability-based bullying, are considered under Safeguarding procedures and monitoring children who have been identified as having welfare or protection concerns and providing appropriate support;

➢ acknowledging the importance of 'contextual safeguarding', which considers wider environmental factors in a pupil's life that may be a threat to their safety and/or welfare. (Working together to Safeguard Children December 2023 https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working_together_to_safeguard_children_2023.pdf and KCSIE September 2024).

- when a child feels very low, shows signs of self-harm or suicidal thoughts, staff will act immediately to support and protect the child. Parents/carers will be informed and all relevant agencies consulted in developing a Safeguarding Plan to support and protect the child which will be shared with all key adults.

- liaising with a range of agencies that support the pupil such as Health Services, Wirral Social Care, Child and Adolescent Mental Health Services, Education Welfare Services, Special Educational Support Services, Youth Services and the Educational Psychology Service.

- ensuring that, when a pupil who is the subject of a Child Protection Plan leaves, their information is transferred to the new school within two weeks and that the child's Social Worker is informed that the child has moved;

- After 20 days absence if a child has moved and the new school is unknown the school will post details on the 'Pupil to Pupil' register;

- alert the authority if it is aware of any child being looked after under a Private Fostering arrangement. On admission to school, and at other times, the school will be vigilant in identifying any private fostering arrangement. (See Appendix C)

- acknowledging that a child that is looked after (CLA) or has been previously looked after by the Local Authority potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep CLA and previously looked after children safe. It is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group;

- applying disciplinary measures involving children with SEN and disabilities, by considering the risks carefully, given the additional vulnerability of the group;

- recognising that to safeguard a pupil, it may be necessary to use restraint and yet restraint is likely to impact on the well-being of the child. By planning positive and proactive behaviour support, schools and colleges can reduce the occurrence of risky behaviour and the need to use restraint. Each pupil has a Proactive Behaviour Plan and if relevant, a Positive Handling Plan in relation to restraint, known as RPI (restrictive Physical Intervention) at WKS. Guidance is available here:

https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

7   SAFEGUARDING PROCEDURE

7.1   We have developed a structured procedure in line with *Wirral Safeguarding Children Partnership* which will be followed by all members of the school community in cases of suspected abuse. **This is detailed in Appendix B.**

7.2   In line with the procedures, the Integrated Front Door will be contacted as soon as there is a significant concern (0151 606 2008 / ifd@wirral.gov.uk)

7.3   The name of the Designated Safeguarding Lead will be clearly advertised in the school and on the website, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

7.4   We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on our website and by referring to them in our introductory school materials.

7.5   We will use the NSPCC- When to call the police to help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

8   DEALING WITH A DISCLOSURE MADE BY A CHILD – ADVICE FOR ALL MEMBERS OF STAFF

8.1   *If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance:*

Receive - Listen actively, open body language, accept, non-judgmental. Use TED (tell, explain, describe)

Reassure - 'You've done the right thing by coming to me', re-assure child that you have listened and hear what they are saying; don't promise what can't be delivered

Respond - Tell what you are going to do and do it. Ensure child is ok before leaving

Report - As soon as possible, to the Designated Senior Lead (DSL) in school

Record - Vital – facts, no opinions – When? Where? Who? What?

Review – Take responsibility to follow up any referral with a DSL

In addition:
  ➢ Inform the Designated Safeguarding Lead without delay and follow safeguarding process.
  ➢ Complete an incident log on CPOMS (the schools reporting system)

Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

Further information about what to do if you are worried that a child is being abused is available here in advice for practitioners:

https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

RECORD KEEPING

8.2   All concerns, discussions and decisions made and the reasons for those decisions **must** be recorded on CPOMs. Supporting Families, Enhancing Future model (SFEF) can be used to capture the child's voice and their daily lived experience.

8.3   We will continue to support any pupil leaving the school about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and Concerns, is forwarded under confidential cover to the pupil's new school as a matter of priority.

8.4   Schools should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home in order to reduce the risk of not contacting family members where welfare and/or safeguarding concerns are identified. (Keeping Children Safe in Education 2024)

DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD – ADVICE FOR THE DESIGNATED SAFEGUARDING LEAD (DSL)

9.1 In general, you should always discuss any concerns the school may have with the child's parents. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.

9.2 If you decide not to discuss your concerns with the child's parents or carers, this must be recorded on CPOMS with a full explanation for your decision.

9.3 It is important to record and consider the child's wishes and feelings, as part of planning what action to take in relation to concerns about their welfare. Capturing the lived experience of the child is a useful tool to ensure that actions remain child-centred (See Appendix C (Supporting Families Enhancing Futures - SFEF) model to capture the child's lived experience.

9.4 When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how the SEND child may need support in communicating.

9.5 How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from the Integrated Front Door (or other duty social worker) or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.

9.6 If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.

9.7 It is expected that you discuss your concerns with the parents and seek their agreement to making a referral to Social Care, unless you consider that this would place the child at increased risk of significant harm.

9.8 You do not need the parents' consent to make a referral if you consider the child needs protection, although parents will ultimately be made aware of which organisation made the referral. If parents refuse to give consent to a referral but you decide to continue, you need to make this clear to the Integrated Front Door (0151 606 2008). (The DSL has details of other Local Authority safeguarding services).

9.9 If you decide to refer the child without the parents' consent, make sure to record this with a full explanation of your decision.

9.10 When you make your referral, you should agree with the Integrated Front Door (or other LA social care provider) what the child and parents will be told, by whom and when.

MAKING A REFERRAL - If a child or young person is at risk of harm, abuse or neglect please report it to the **Integrated Front Door**

Mon-Fri, 9:00am – 5.00pm Tel: 0151 606 2008

Outside of these hours Tel: 0151 677 6557

Email: IFD@wirral.gov.uk

In an emergency always call police on 999.

If you think there has been a crime but it is not an emergency call 101.

The new online Request for Services referral form can be accessed here:

https://wirral-self.achieveservice.com/service/Children_and_families_request_for_support_form

Early Help

If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept constant review and consideration given to referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

10   SAFER   WORKFORCE   AND   MANAGING   ALLEGATIONS   AGAINST   STAFF   AND VOLUNTEERS (This procedure is detailed in Appendix C, Section 4)

10.1   We will prevent people who pose risks to children from working in our school by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks in line with ***Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2024****.* In addition to obtaining the DBS certificate described, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. See Appendix C.

A check of any prohibition can be carried out using the Teacher Services' system that may be found here: *https://teacherservices.education.gov.uk/ (January 2018)*

Prohibition orders are described in the National College for Teaching and Leadership's (NCTL) publication Teacher misconduct: the prohibition of teachers. It can be found here:

https://www.gov.uk/government/publications/teacher-misconduct-the-prohibition-of-teachers--3

10.2   We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our school. See Appendix C, for information on Single Central Record (SCR). The single central record must cover the following people: all staff, including teacher trainees on salaried routes, agency and third-party and supply staff who work at the school. The Single Central Record is managed online by the Executive PA to the Operations Director.

10.3   Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.

10.4   We will ensure that at least one member of every interview panel has completed safer recruitment training within the last 5 years.

10.5   We have a procedure in place to manage allegations against members of staff, supply staff and volunteers in line with Wirral's safeguarding procedures *WSCP procedures.*

10.6   Supply teachers – we will consider all allegations against an individual not directly employed by, where disciplinary procedures do not fully apply, (for example, supply teachers provided by an employment agency) and ensure allegations are dealt with properly.

10.7   There is an agreed staff **code of conduct**, which is compliant with 'Safer Working Practices', and includes - acceptable use of technologies, staff/pupil relationships and communications including the use of social media.

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

Guidance can be accessed:

http://www.rrrecruitment.com/wp-content/uploads/2016/04/Guidance-for-Safer-Working-Practice-October-2015.pdf

11   STAFF INDUCTION, TRAINING AND DEVELOPMENT

11.1   All new members of staff, including newly-qualified teachers and teaching assistants, will be given induction that includes basic safeguarding training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the safeguarding policy, staff code of conduct, Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, Part One September 2024 and other related policies. There are mechanisms in place, such as safeguarding updates, to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education. Staff should also read, "Working together to Safeguard Children" December 2023

11.2   Regular safeguarding information and updates are shared with pupil facing staff weekly through the use of 7 Minute Briefings. Staff are expected to complete a short quiz for each briefing to demonstrate understanding.

11.3   The induction will be proportionate to staff members' roles and responsibilities

11.4   All Designated Safeguarding Leads (DSLs) will undergo updated Safeguarding training every two years. DSL's should undertake Prevent awareness training and disseminate the training to all staff

11.5   All staff members of the school will undergo face to face training (whole-school training) which is regularly updated and at least every three years. All staff are provided with a refresher training session once a year at the start of the academic term. ***All governors must undergo governor specific awareness training at least every two years – this is to be decided by the school / setting***. All staff will have access to WSCB multi-agency safeguarding training and e-learning.

11.6   Staff members who miss the whole-school training will be required to undertake other relevant training to make up for it, e.g. by joining another school's whole-school training, booking onto whole-school training mop-up sessions. To book mop up sessions visit safeguarding partnership website: https://www.wirralsafeguarding.co.uk/safeguarding-training-for-schools/

11.7 The nominated governor for safeguarding will undergo training prior to or soon after appointment to the role; this training will be updated every three years.

11.8 We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate safeguarding training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.

11.9 The Designated Safeguarding Lead will provide briefings to the school on any changes to safeguarding legislation and procedures and relevant learning from local and national serious case reviews. These will occur annually or more frequently when necessary.
https://www.wirralsafeguarding.co.uk/professionals/serious-case-reviews/

11.10 The school will maintain accurate records of staff induction and training.

12 CONFIDENTIALITY, CONSENT AND INFORMATION SHARING

12.1 We recognise that all matters relating to Safeguarding are confidential.

12.2 The Headteacher or the Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need-to-know basis only

12.3 All staff members must be aware that they cannot promise a child to keep key information a secret or to themselves which might compromise the child's safety or well-being.

12.4 All staff members have a professional responsibility to share information with other agencies in order to safeguard children.

12.5 All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.

12.6 We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.

12.7 Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children. (KCSIE 2024)

13 INTER-AGENCY WORKING

13.1 We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Social Care. Early

help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. For more information on Early Help click: https://www.wirralsafeguarding.co.uk/professionals/what-is-early-help/

13.2   We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.

13.3   We will participate in serious case reviews, other reviews and file audits as and when required to do so by the Wirral Safeguarding Children Partnership. We will ensure that we have a clear process for gathering the evidence required for reviews and audits and embed recommendations into practice and compile required actions within agreed timescales.

14   CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK PLACEMENT PROVIDERS

14.1   We will ensure that contractors and providers are aware of our school's safeguarding policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.

14.2   We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding check in line with *Keeping Children Safe in Education 2024.* If assurance is not obtained, permission to work with our children or use our school premises may be refused.

14.3   When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

14.4   Where governing bodies or proprietors hire or rent out school or college facilities/premises to organisations or individuals, we will ensure that appropriate arrangements are in place to keep children safe.

14.5   When services are provided by the governing body, under the direct supervision of school staff, our arrangements for child protection will apply.

14A   ALTERNATIVE PROVISION

The cohort of pupils in Alternative Provision often have complex needs. We are aware of the additional risk of harm that these pupils may be vulnerable to. We will have regard to the following documents published by the DfE:
Alternative provision – DfE statutory guidance; and Education for children with health needs who cannot attend school – DfE statutory Guidance

15   WHISTLE-BLOWING AND COMPLAINTS

15.1   We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so. The school / College Whistle Blowing policy is located on the Every System.

Whistleblowing: guidance and code of practice for employers is located:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/415175/bis-15-200-whistleblowing-guidance-for-employers-and-code-of-practice.pdf (March 2015)

Whistleblowing Advice Line is available for all worker - 0800 028 0285
- Email *help@nspcc.org.uk*

15.2   We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of Safeguarding, which may include the attitude or actions of

colleagues. If necessary, they will speak with the head teacher, the chair of the governing body or with the Local Authority Designated Officer (LADO).

15.3   We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.

15.4   We will actively seek the views of children, parents and carers and staff members on our Safeguarding arrangements through surveys, questionnaires and other means.

16   SITE SECURITY
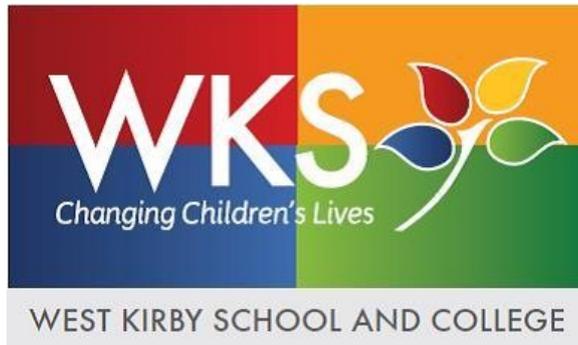
16.1   All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.

16.2   We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

16.3   The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

17   QUALITY ASSURANCE

17.1   We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures.

17.2   We will complete an audit of the school's safeguarding arrangements at frequencies specified by the Wirral Safeguarding Children Partnership and using the Section 175 online audit tool provided by them for this purpose. More information including how to register for the audit: *https://www.wirralsafeguarding.co.uk/professionals/section-11-175-audit/*

17.3   The school's senior management and the governing body will ensure that action is taken to remedy any deficiencies and weaknesses identified in child protection arrangements without delay.

18   POLICY REVIEW

18.1   This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.

18.2   The Designated Safeguarding Lead will ensure that staff members, including volunteers and sessional workers are made aware of any amendments to policies and procedures.

Prevent Policy

Statement of intent

West Kirby School deplores terrorism of every kind and of any radical ideology. We will do anything we can to protect our pupils from the threat of terrorism and will not tolerate extremism or radicalisation in our school.

Our zero-tolerance approach to extremism and terrorism includes interventions, exclusions and involving third parties such as the police.

We support and adhere to the latest guidance from the DfE which requires schools to actively promote fundamental British values and to ensure that pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

This policy relates to the radicalisation of pupils at our school. For guidance on specific terrorist incidents, please see our Evacuation, Lockdown and Evacuation Policy and procedures.

Legal framework

1.1.   This section has due regard to statutory legislation, including, but not limited to, the following:

- The Counter-Terrorism and Security Act 2015

- The Childcare Act 2006

- The Data Protection Act 2018

- GDPR

1.2.   This policy also has due regard to statutory and non-statutory departmental advice, including, but not limited to, the following:

- DfE (2015) 'The Prevent duty'

- HM Government (2015) 'Revised Prevent Duty Guidance: for England and Wales'

- DfE (2024) 'Keeping children safe in education'

- DfE (2023) 'Working Together to Safeguard Children'

1.3.   This policy operates in conjunction with the following school policies and documents:

- Invacuation, Lockdown and Evacuation Policy
- Safeguarding Children and Child Protection Policy
- Risk Assessment
- Data Protection Policy
- Risk of Radicalisation – Incident Register
- E-safety Policy

2. Definitions

For the purpose of this policy:

2.1. **Extremism** – is defined as the holding of extreme political or religious views.

2.2. **Radicalisation** – is defined as the process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations.

2.3. **Fundamental British values** – are a set of expected standards by which people resident in the UK must live.

3. Roles and responsibilities

3.1. The Headteacher is responsible for:

- The overall implementation and management of this policy.
- Ensuring every staff member is familiar with the scope of this policy.
- Ensuring pupils are taught about British values through the curriculum.
- Undertaking a risk assessment to determine whether pupils are at risk of being drawn into terrorism.
- Identifying extremist risks in the local area.
- Ensuring any visitors and speakers at the school are appropriate vetted prior to them having access to pupils.

3.2. The DSL, and any deputies, are responsible for:

- Handling any referrals to the Channel programme.
- Following up any referrals made to the Channel programme.
- Delivering staff training on the Prevent duty.
- Working with external agencies to support pupils at risk of being drawn into terrorism.
- Providing guidance to other staff members to help them support pupils at risk of being drawn into terrorism.

3.3. All staff members are responsible for:

- Being alert to the risk factors of extremism and radicalisation.
- Raising any concerns with the DSL (or any deputies, in their absence).
- Notifying the DSL (or any deputies, in their absence) when they make any referrals to the Channel programme.
- Engaging in staff training on the Prevent duty.

For further information on Prevent see Appendix, i

Behaviour at WKS – Ready, Respectful, Safe

Positive behaviour is an essential ingredient of an effective school. We are always aware that we, as staff, share responsibility with the parents/carers for the children in our care and make every effort to provide the care which any responsible parent would be expected to make.

At our School, we expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables emotional development, effective learning and high standards. We are restorative in our approach, using a range of methods and strategies in order to maintain positive relationships and we achieve this through visible consistency which is tightened through Our Code of Conduct:

These are referred to and used regularly by all adults working in school.

Ready	Respectful	Safe
School Uniform	Listen to others	Keep hands feet, objects and unkind words to yourself
Listening	Good manners	Sensible walking around school
PE kit	Right voice	Play with equipment safely
Ready in the line	Right time	
Ready to learn	Looking after people and things	
	Represent the school	
	Be kind and helpful	

Our aim is to provide an inclusive, calm, quiet atmosphere in the school and to encourage children to move around in a controlled manner. However, our expectations of the children can only be realised through the co-operation and support between home and school. Should any difficulties be encountered, we invite parents to work with us to resolve them. Within school, positive behaviour is the collective responsibility of every member of staff and this extends beyond the individual classroom, to cover every child and every area of the school and playground.

We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs and Disabilities (SEND). The recent SEND reform (2015) has removed behaviour as a special need and now concentrates on the reasons for behaviour under the umbrella of 'Social, Emotional and Mental Health needs.

Aims of the Policy:

- To develop a moral framework within which children can mature emotionally and in which relationships can flourish.
- To enable children to develop a sense of self-worth, respect and tolerance for others.
- To produce an environment in which children are ready, respectful and safe.

Objectives:

For children to show:

• Self-respect by having a positive view of themselves

• Self-confidence

• Self-control

• Respect, courtesy and tolerance towards teachers, other staff and towards each other

 • Pride in their achievements

• Interest in their activities

• Empathy with others' feelings

• Respect for their environment and community

Meet and Greet

To establish a positive rapport with students each day it is vital that all teaching staff actively engage with their learners by welcoming them genuinely at the classroom door. This should happen every lesson and should signal a 'fresh start' for students.

Rewards

Rewards are given a much higher priority than sanctions and this is evident from the systems of rewards that are in place and in the displays around school. Achievement is celebrated in every classroom and all efforts are valued.

Forms of rewards– some are expected, some suggested.:

1. **Verbal comments** of specific praise are given regularly by all staff. We aim for them to be clear and sincere.

2. **Going for Gold.** These are awarded at the end of the lesson. Pupils are given either Green, Silver or Gold at the end of each lesson. These colours equate to an amount of money which is added at each lesson and totalled at the end of the week. Communicate Going for Gold scores with the children and complete after each lesson. Scores to be updated each week and shared with children.

3. **Celebration Assemblies** are held weekly to celebrate achievement and effort.

4. **Attendance** - Those children with 100% attendance each term can access rewards. Children who show a marked improvement in attendance can access rewards. At the discretion of the SLT.

5. **Lunchtime Award** - Each week, lunchtime staff may choose children to receive a certificate in assembly for their behaviour and conduct at lunchtimes.

6. **Praise Postcard** – Staff can choose a pupil from their class who has gone above and beyond. A surprise postcard is completed and posted home, so that parents/carers receive information and can celebrate their child's achievement.

7. **Phone calls and messaging home** – Staff are encouraged to make a phone home, or a positive message, to share with parents/carers how well their child is doing in school or about something specific that their child did that day/week.

8. **Other celebrations** – As a school we strongly believe in the importance of developing the whole child. We therefore also celebrate all other achievements and accolades, such as sporting certificates/medals, awards from achievements outside of school and any other causes for celebration.

Behavioural Consequence System:

If a pupil is making poor choices, first quietly comment. E.g., "Are you ok? Do you know what you've got to do? Do you have all the equipment you need?" Pick out and publicly celebrate someone who is doing the right thing. If this doesn't work, follow these steps:

Reminder	Remind the child of our school rules: "Ready, Respectful, Safe". Deliver this privately wherever possible.
Caution	Give a clear verbal caution, delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. "Think carefully about your next step. If you continue, you will need to see me at break/lunchtime"
Calming time	If the child continues to make poor choices, use the 30 seconds script (see below) The child may need a few minutes to calm down, breathe re-focus. Children to be given time in the class calming area or time out of class if needed. Adult need to support children with this. Give children the opportunity to work with staff out of the class.
Consequence	If the child is given calming time but returns to class, and is still being disruptive, then they will be given resolution time. This will be at break time and/or lunch time.
Time out/Resolution	Use the repair script (see below) Log online, including the amount of break time missed. If, after using the script and being given a chance to calm down, the child continues to make poor choices, they will miss their entire next lunch break. Those children on an individual plan, may have a bespoke approach to behaviour management which will be identified on the Proactive Behaviour Plan

30 second script

Limit formal one-to-one interventions for poor behaviour in class to 30 seconds each time. Get in, deliver the message, anchor the child's behaviour with an example of their previous good behaviour and walk away.

As you walk away, the child may attempt to hook you back; if you rush back to confront secondary behaviour you pass over control to the child. For some children, a full-blown confrontation is exactly what they want.

Walk away and write down what just happened, so that you can speak to the child about it when they are calm. Scripted response: "I have noticed you are…" (having trouble getting started etc.) "It was our rule about… that you broke." "You have chosen to…" (catch up with your work at break, come and talk to me at break etc.) Do you remember last week when you (positive)? That's who I need to see today." "Thank you for listening."

Repair script

1. "**What happened**?" Listen carefully and dispassionately. Give your account from your perspective without judgement. Go slowly.

2. "**What were you thinking at the time**?" This helps the child to reconsider their actions. Do not accept a shrug of the shoulders; give them time to fully reflect.

3. "**Who has been affected**?"

4. "**How have they been affected**?" It is important that the child considers others and the impact of their behaviour.

5. "**What do you think about what happened now**?"

6. "**What should we do to put things right**?" This may not always be an apology as a forced apology is worthless.

7. "**How can we do things differently in the future**?"

On some occasions it may be necessary for a child to miss some, or all of their break time without the warnings, particularly if the child has physically hurt another child, or has used inappropriate language. Within a reflection session children will focus on the key questions above and consider their responses.

Parents will be informed when there has been a serious incident, if speaking to the child at break times is becoming frequent and therefore concerning. Class teachers or middle leaders as appropriate will have a discussion about the behaviour and share their parents the planned way forward. If a child is repeatedly making poor choices, SLT will support staff in identifying any pattern in the child's behaviour, and will offer support for the child, staff members involved and family.

If additional support is required to de-escalate a situation, staff members may seek support from SLT for assistance. Sometimes the additional staff member will stay in the class whilst the most appropriate staff member supports the child.

If sanctions do not lead to a modification of behaviour, the following actions may be considered:

- Time out

- Repair, redraw, restore approach meetings that can happen at break, lunch and after school outside the timings of the school day
- Removal from a favoured activity that day
- Retraction from the right to represent the school e.g., in a sporting event
- A requirement for a written apology
- Meeting with a senior staff member
- A letter or phone call home
- A meeting with parents
- A support programmes
- Time away from class
- Exclusion from school

We acknowledge that our behaviour systems will not work for ALL pupils and note that some children may need different strategies, rewards and sanctions and these will be discussed with the class team, SENDCO and SLT, so that all pupils have a system to follow which is motivational, realistic and achievable.

De-escalation

Every effort will always be made to de-escalate a situation to ensure that learning can continue in a safe and positive environment. Staff will receive regular training on this. There are many ways to do this such as distraction, humour, change of task or person, and/or partial agreement. On occasions there may be times when it might be necessary for a child to go from the playground or classroom to a safe area. They may need to be guided or Restrictive Physical Intervention techniques will be used for their own safety and that of others. Parents of the child will be informed by phone call or in person. The incident will be recorded on the online system.

Unacceptable behaviour may result in various consequences which may include:

(Please note that this list is not exhaustive)

Examples:

• Failure to follow a reasonable instruction: Time out

• Non-completion of school work that could be reasonably expected: Catch up time

• Making unkind remarks: Time out or resolution

• Not speaking respectfully: Time out / resolution

• Moving around school in a way that falls below expected standards of general behaviour, e.g., running, shouting, pushing: Time out / resolution and reminders

• Not telling the truth: Time out / resolution / SALT support

 • Inappropriate language and swearing: Time out / reflection

• Damaging property, including defacing property: Time out / reflection / Loss of G4G money

• Stealing, including hiding another person's property: Time out / reflection / resolution

 • Biting, spitting, hitting and kicking: Reflection / resolution / debrief

• Aggression to adults: Reflection / resolution / meeting with parents or carers

• Racist or derogatory comments that cause offence: Reflection / meeting with parents or carers

 • Fighting or encouraging others to fight: Reflection / time out / resolution

• Forming gangs for the purpose of intimidating others: Reflection / loss of privileges

• Putting themselves, other children or adults at risk: Reflection / meeting with parents or carers / support from pastoral care

Suspensions and Exclusions:

In very exceptional circumstances it may be necessary for a child to be excluded from school. The Headteacher (or Deputy Head in the Headteacher's absence) will decide whether to suspend a pupil, for a fixed term suspension or permanently as an Exclusion, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Restricted Physical Intervention

At times a child may require moving to a safer area until they can calm and start to regulate their disruptive/dangerous actions. The child will be monitored at all times and incidents recorded appropriately. See Appendix ii for more information.

Jewellery

For health and safety reasons, we do not allow children to wear jewellery. The exception to this rule is small objects of religious significance or studs.

In the case of primary aged pupils, children are required to remove any items (including earrings) during PE lessons to prevent them from causing injury. Your child's class teacher will advise you when PE lessons are to take place so earrings can be removed. Please note: Teachers are not permitted to remove earrings.

Uniform

School uniform is a way of showing that the children and parents/ carers are READY, RESPECTFUL and SAFE, in line with our whole-school ethos. Some items of uniform can be bought with the school logo on, whilst other plain items are easily available, at very competitive prices, at local shops including supermarkets. A complete list of the items needed for school uniform, including those for P.E is available on the school website. Adaptations can be made based upon sensory needs.

Drinks and snacks

Pupils will have access to a cup or water bottle and drinking water throughout the day and staff encourage children to drink water regularly throughout the day.

Fizzy, caffeine and canned drinks **ARE NOT** permitted to be brought into school. Pupils have a variety of healthy snacks during the day. Sweets, biscuits and sugary snack **ARE NOT** permitted to be brought into school, except for very special events at the teacher's discretion. If they are brought into school, they will be given into the school office and returned at the end of the day.

Mobile Phones, Tablets and Smart Watches

Personal electronic devices, including **mobile phones**, tablets, and smart watches, are prohibited and **not allowed** on school premises, beyond Reception to prevent damage and maintain focus on learning.

Exceptions: The Headteacher or Senior Leadership Team may grant discretionary permission for specific pupils to bring electronic devices, particularly for older students with demonstrated need.
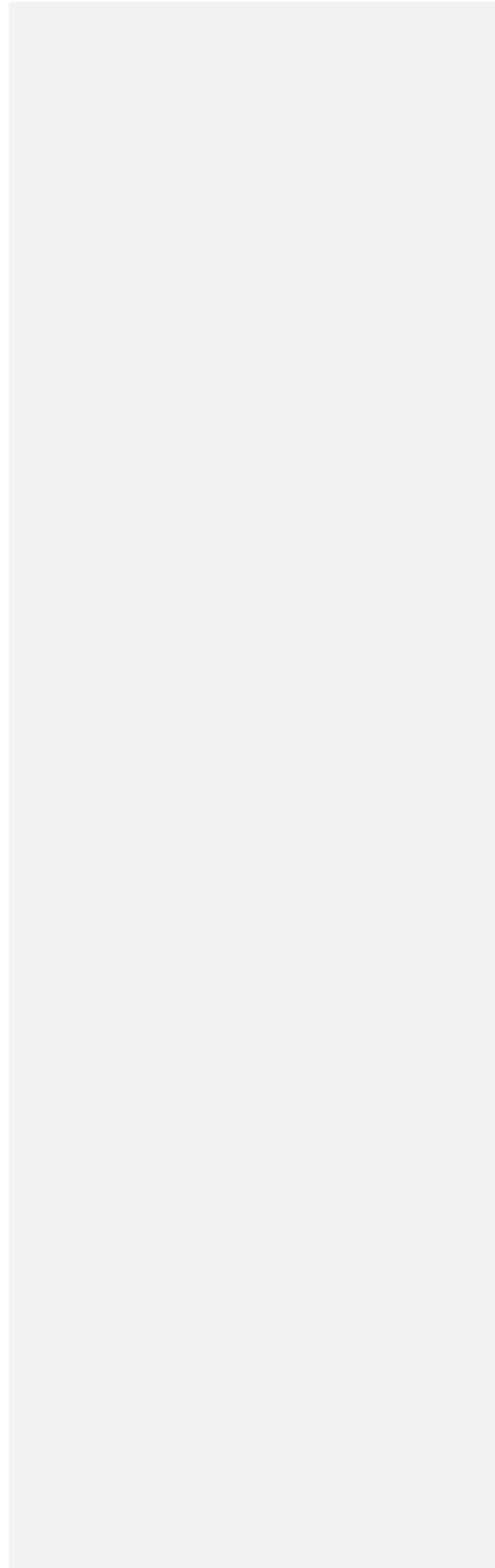
Procedures for Permitted Devices:

- All personal electronic devices, including mobile phones, tablets, and smart watches, must be handed in to designated staff members upon arrival each morning
- Devices will be securely stored during school hours
- Devices will be returned to pupils at the end of the school day for collection by parents, carers, or authorised escorts
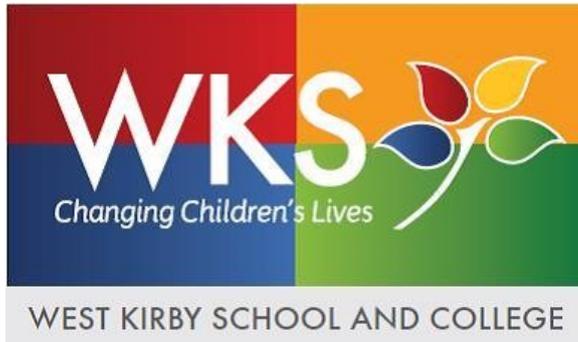
Rationale: This policy ensures device security, significantly minimises classroom and school disruption, and maintains appropriate supervision of valuable personal property.

Behaviour policy reporting and recording of incidents:

What to log:	Where and how:
Racism Child on child abuse Bullying including cyberbullying Online safety concerns Any form of potential harm or abuse Change in behaviour	On the online system, CPOMs, as a cause for concern
Significant damage to property Without RPI	On the online system as an incident
Spitting Hitting Kicking Throwing objects with intent to harm Using objects as a weapon Without RPI	On the online system as an incident
If a member of staff wishes to log an incident due to concern (this can include patterns of behaviour and trends)	On the online system as an incident
Any RPIs	On the online system as an incident with RPI

What is not logged as a matter of course:	Details:
Physical management	Blocks Guiding Escorting
Low level behaviours	Walking out of class Swearing Refusal to work Arguments

Anti-Bullying Policy

Contents:

Statement of intent

West Kirby School and College believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This element of the handbook outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behavioural Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

Legal framework

This element of the policy handbook has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2024) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

Definitions

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

Types of bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

Roles and responsibilities

The governing board is responsible for:

- Evaluating and reviewing this element of the handbook to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this element of the handbook.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this element of the handbook in light of these.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.

The Headteacher is responsible for:

- Reviewing and amending this handbook, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a record of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data of records of bullying at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

The Pastoral Care Team (PCT):

- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents when more serious bullying incidents occur.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's heads of year of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

The school nurse is responsible for:

- Offering emotional support to victims of bullying.
- Alerting the relevant heads of year regarding any incidents of bullying.

Parents are responsible for:

- Informing their child's form tutor if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

Statutory implications

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The Headteacher will ensure that this policy complies with the HRA; the Headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

Prevention

The school will clearly communicate a whole-school commitment to addressing bullying in the form of a written statement which will be regularly promoted across the whole school.

All members of the school will be made aware of this element of the handbook and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.

In the Primary Department all types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Primary Relationships and Health Education Policy.

In the Secondary School all types of bullying will be discussed as part of the RSE and health education curriculum, in line with the Secondary School RSE and Health Education Policy.

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups.

Seating plans will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other pupils who do not abuse or take advantage of others.

A safe place, supervised by a teacher, will be available for pupils to go to during free time if they feel threatened or wish to be alone. The member of staff supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

Pupils deemed vulnerable, as defined in section two, will meet with their form tutor or PCT on a regular basis, where appropriate, to ensure any problems can be actioned quickly. Form tutors and PCT will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.

The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause, or a result, of bullying behaviour.

The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development is not negatively influenced by outside factors, e.g. mental health issues.

Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence

- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's form tutor or PCT, who will investigate the matter and monitor the situation.

Staff principles

The school will ensure that prevention is a prominent aspect of its anti-bullying vision.

Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one pupil towards another will always be challenged and will never be ignored.

Staff will always respect pupils' privacy, and information about specific instances of bullying is not discussed with others, unless the pupil has given consent, or there is a safeguarding concern. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

Child-on-Child abuse

The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the Prevention section of this policy.

All staff will be aware that pupils of any age and gender are capable of abusing their peers. Staff will take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims, will never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, e.g. as "boys being boys", as this can foster a culture of unacceptable behaviours. Staff will also be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing- or initiation-type violence.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children's social care services (CSCS), where the DSL deems this appropriate in the circumstances.

The school's child-on-child abuse policy statement outlines the school's stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. More information on the school's approach to preventing and managing instances of child-on-child abuse can be found within this handbook in the Safeguarding Policy and Child Protection section.

Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

NB. The above list is not exhaustive, and cyberbullying may take other forms.

The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in section 12 this policy if they become aware of any incidents.

All members of staff will receive training on an annual basis on the signs of cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively.

Many of the signs of cyberbullying will be similar to those found in the 'Signs of bullying' section of this handbook; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away

Parents will also be invited to attend training sessions and sent information in order to educate them on the signs and symptoms of cyberbullying, and will be advised to report to the Headteacher, Deputy Head (Behaviour and Attitudes) if their child displays any of the signs outlined in this section.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- **Possible extensive scale and scope** – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- **The anytime and anywhere nature of cyberbullying** – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising
- **The victim of the bullying may have evidence of what has happened** – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with section 13 and section 14 of this policy.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the school's Searching, Screening and Confiscation Policy will be followed at all times.

Procedures

Minor incidents will be reported to the victim's form tutor, who will investigate the incident, set appropriate consequences for the perpetrator, and inform the PCT Manager in writing of the incident and outcome.

When investigating a bullying incident, the following procedures will be adopted:

- The victim, alleged perpetrator and witnesses are all interviewed separately by members of PCT or SLT
- Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication
- If a pupil is injured, members of staff take the pupil immediately to the school nurse for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, the alleged perpetrator, the victim and witnesses are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- The Deputy Head (Behaviour and Attitudes) will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the victim
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete
- All pupils involved are informed that they must not discuss the interview with other pupils

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

Sanctions/Consequences

If the Deputy Head (Behaviour and Attitudes) in conjunction with PCT is satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. The Headteacher will inform the perpetrator of the type of sanction to be used in this instance, e.g. resolutions or service-based activities, and future sanctions if the bullying continues.

If possible, the Deputy Head (Behaviour and Attitudes) in conjunction with PCT, will attempt reconciliation and will obtain an apology from the perpetrator. This will either be in writing to the

victim, and/or witnesses if appropriate, or face-to-face, but only with the victim's full consent. Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.

Parents are informed of bullying incidents and what action is being taken.

All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions, and should be conducted simultaneously to encourage more positive behaviour in future.

The school will avoid unnecessarily criminalising pupils for bullying or abusive behaviour where possible, as young people with criminal records face stigma and discrimination in future aspects of their lives. The school's focus when handling perpetrators will be supporting them to develop more positive behaviours and to refrain from abusive and bullying behaviours in the future.

The PCT Manager informally monitors the pupils involved over the next half-term.

The school will remain cognisant of the fact that continued access to school can be important for rehabilitation of harmful behaviour, and will not exclude pupils unless as a last resort – where there have been serious or consistent incidents of bullying, the school will act in line with the Exclusion Policy.

Support

In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from the PCT
- Reassurance that it was right to report the incident and that appropriate action will be taken
- Liaison with their parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

The Headteacher will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the victim(s) and perpetrator(s), e.g. preventing them sharing classes or spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. Victims will be encouraged to broaden their friendship groups by joining lunchtime or after-school clubs or activities.

Staff, particularly the DSL, will work with the victim to build resilience, e.g. by offering emotional therapy.

The school will acknowledge that bullying may be an indication of underlying mental health issues. Perpetrators will be required to attend a mandatory counselling session to assist with any underlying mental health or emotional wellbeing issues. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

Follow-up support

The progress of both the perpetrator and the victim will be monitored by their form tutors. One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate. If appropriate, follow-up correspondence will be arranged with parents one month after the incident.

Pupils who have been bullied will be offered continuous support. The DSL will hold a formal meeting, on a monthly basis, to check whether the bullying has stopped – these formal meetings will continue to take place once a month until the PCT Manager and victim are confident the bullying has stopped. The victim will be encouraged to tell a trusted adult in school if bullying is repeated.

Pupils who have bullied others will be supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the victim of bullying to CAMHS.

In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the Headteacher and DSL will look to transfer the pupil to another school with the consent and involvement of the pupil's parents.

Where a pupil who has been the victim of bullying has developed such complex needs that alternative provision is required, the pupil, their parents, the Headteacher and DSL will meet to discuss the use of alternative provision.

Bullying outside of school

Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Safeguarding and Child Protection Policy element of the handbook and the Pupil Child-on-Child Abuse Policies.

The Headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The Headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.
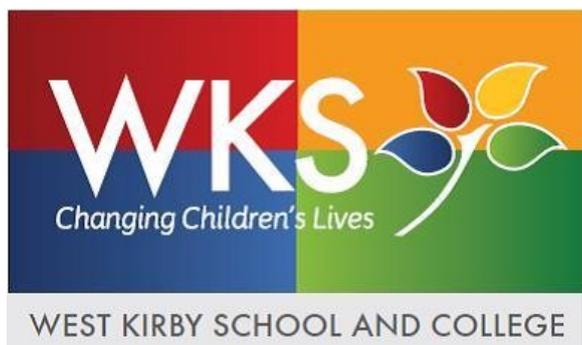
Record keeping

The DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions/consequences, support, escalation of a situation and resolutions.

The Headteacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.

Monitoring and review

This element of the handbook is reviewed every year by the Headteacher and the DSL. Any changes to this policy will be communicated to all relevant stakeholders.

E-Safety Policy

WKS expects internet access and capability to raise educational standards, to promote pupil achievement, to support the professional work of staff and to enhance the school's management functions. WKS aims to equip the pupils with all the necessary ICT skills for modern life.

This statement applies to all members of WKS (including staff, pupils, volunteers, parents / carers and visitors) who have access to and are users of school ICT systems, both on and off school premises.

The Education and Inspections Act 2006 empowers the Governors and Directors, as Accountable Body to delegate to the Headteacher to such extent as is reasonable, to regulate the behaviour of pupils when they are off the school site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is also pertinent to incidents of cyber-bullying, or other e-safety incidents covered by this policy, which may take place outside of the school, but is linked to membership of the school. The 2011 Education Act increased these powers exercised by the Governors and Directors via its Headteacher with regard to the searching for and of electronic devices and the deletion of data.

WKS expects all staff and volunteers to address incidents of breaches of standards and practices with regard to e-safety through local management and professional action with pupils and adults having regard to associated behaviour management processes and procedures and will, where known, inform parents / carers of incidents of inappropriate e-safety behaviour that takes place out of school.

This statement should be read alongside the Safeguarding Policy and Child Protection Procedures Handbook September 2024 and 'Keeping children safe in education' –statutory guidance for schools and colleges September 2024

Some of the benefits of using ICT and the internet in schools are:

Pupils
- Access to worldwide educational resources and institutions to support all aspects of the curriculum and associated learning activities
- An enhanced curriculum; interactive learning tools; collaboration, locally, nationally, and globally; self-evaluation; feedback and assessment; updates on current affairs as they happen
- Access to learning whenever and wherever convenient
- Freedom to be creative
- Freedom to explore the world and its cultures from within a classroom or similar learning setting

- Access to case studies, videos and interactive media to enhance understanding
  - Individualised access to learning appropriate to age

Employees
- Professional development through access to national developments, educational materials and examples of effective curriculum practice and learning settings strategies
- Immediate professional and personal support through networks and associations
- Improved access to technical support
- Ability to provide timely feedback to pupils and parents
- Class/learning activity management, attendance records, schedule, and assignment tracking

Authorising Internet Access
- All employees are required to read and sign the 'Acceptable Use Policy Agreement - Staff (and Volunteer)' before using any school ICT resource

- All pupils are asked to sign an Authorised Use Policy Sheet after discussing possible dangers of internet usage and preventative measures with staff.

- All pupils and employees are required to have a regulated set of passwords with unique identifiers and recorded as assigned to individuals.
- Pupils access to the internet will be in supervised activities with access to approved on-line materials
  (via Wirral Filter and Hi-impact)

Assessing Risks
WKS is expected to take all reasonable precautions to prevent access to inappropriate material. WKS is expected to have a procedure and system in place to monitor ICT use to establish if the e-safety procedure is adequate and that the implementation of the e-safety policy and related procedures are appropriate and effective. Cyberbullying including Child-on-Child abuse and Sexual harassment, and abuse to be dealt with in line with Anti-bullying policy Statement.

Roles & Responsibilities
WKS's Governing Body is responsible for the approval of the school's procedures related to this E-Safety Policy and for reviewing the effectiveness of those procedures. This will be carried out by the Governors receiving regular information about e-safety and the Safeguarding Governor receiving additional information about incidents and monitoring reports

The Governing Body is expected to have within its lead governor portfolio a degree of awareness and oversight of the adequacy of school's systems to ensure e-safety. Lead Governor is the lead governor for Safeguarding and Child Protection. The governor oversight role includes:
- regular meetings with the school's E-Safety Co-ordinator
- validation that the school has regular monitoring of e-safety incident logs in place

- validation that the school has in place regular monitoring of filtering / change control logs

WKS is required to clearly identify the roles and responsibilities in relation to e-safety:
- Headteacher and Senior Managers
- The E-Safety Coordinators (G Macdonald/D Mather) with specific roles and responsibilities for e-safety procedures
- Teaching and Support Staff – especially staff involved in supervising residential provision
- Designated Safeguarding Lead/Deputy Designated Safeguarding Lead
- Pupils/Students
- Parents/Carers

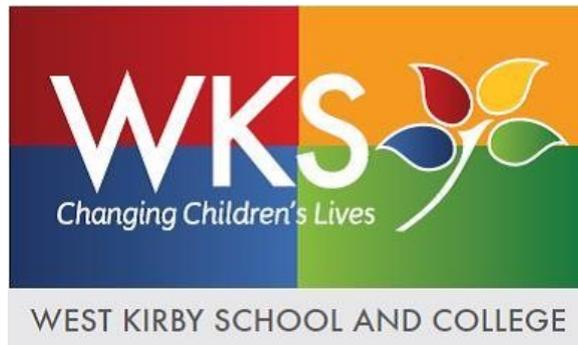WKS IT specialists (Mr G Macdonald and D Mather) are responsible for ensuring:
- that the school's technical infrastructure is secure and is not open to misuse or malicious attack
- that the school meets required e-safety technical requirements
- that users may only access the networks and devices through a properly enforced password protection procedure in which passwords are changed when needed
- the filtering procedures are applied and updated on a regular basis and that its implementation is not the sole responsibility of any single person
- that they keep up to date with e-safety technical information in order to effectively carry out their e-safety role and to inform and update others as relevant
- that the use of the network / internet / Virtual Learning Environment / remote access /email is regularly monitored in order that any misuse / attempted misuse can be reported to the Headteacher/ Designated Safeguarding Lead/E-Safety Coordinator for investigation / action / sanction
- that monitoring software / systems are implemented and updated as agreed in school procedures

Teaching and Learning

Teaching Staff are to clearly outline the use of ICT within the school's curriculum and the benefits to teaching & learning. The school procedures are expected to identify the control measures in place to reduce risk involved in the use of ICT within the curriculum as well as sanctions in the event of an incident. Both pupils and their parents/carers are required to sign a Home School Agreement (or similar arrangement) to ensure they have read, understood and agreed to the E-Safety rules as outlined in the school's E-safety procedures.

Web Filtering
Filtering strategies are selected in discussion with WKS's SLT & DSLs and Wirral (IP). The filtering strategy is selected to suit the age and curriculum requirements of the pupil. Any material found that is believed to be unlawful will be reported to the appropriate regulatory agencies.

Attendance and Truancy Policy

Contents:

Statement of intent

West Kirby School believes that in order to facilitate teaching and learning, good attendance is essential. Pupils cannot achieve their full potential if they do not regularly attend school.

We are committed to:

- Promoting and modelling good attendance.
- Ensuring equality and fairness for all.
- Intervening early and working with other agencies to ensure the health and safety of our pupils.
- Rewarding regular attendance.
- Ensuring parents follow the framework set in section 7 of the Education Act 1996 which states that:

    "The parent of every child of compulsory school age shall cause him/her to receive efficient full-time education suitable:

    a) to age, ability and aptitude and
    b) to any special educational needs, he/she may have

    Either by regular attendance at school or otherwise".

4. Legal framework

4.1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- The Education (Pupil Registration) (England) Regulations 2006 (as amended)
- DfE (2019) 'School attendance'
- DfE (2016) 'Children missing education'
- DfE (2024) 'Keeping children safe in education'

4.2. This policy operates in conjunction with the handbook in including:

- Safeguarding Children and Child Protection Policy
- Behavioural Policy

5. Definitions

5.1. The school defines "absence" as either:

- Arrival at school after the register has closed.
- Not attending school for any reason.

5.2. The school defines an "authorised absence" as:

- An absence for sickness for which the school has granted leave.
- Medical or dental appointments which unavoidably fall during school time for which the school has granted leave.
- Religious or cultural observances for which the school has granted leave.
- An absence due to a family emergency.

5.3. The school defines an "unauthorised absence" as:

- Parents keeping children away from school unnecessarily or without reason.
- Truancy before or during the school day.
- Absences which have not been properly explained.
- Arrival at school after the register has closed.
- Absence due to shopping, looking after other children or birthdays.
- Absence due to day trips and holidays in term time which have not been agreed.
- Leaving school for no reason during the day.

5.4.   The school defines "persistent absenteeism (PA)" as:

- Missing 15 percent or more of schooling across the academic year for any reason.

6. Roles and responsibilities

6.1.   The governing board has overall responsibility for:

- Monitoring the implementation of the attendance policy and procedures of the school.

- Ensuring that this policy, as written, does not discriminate on any grounds including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

- Handling complaints regarding this policy as outlined in the school's Complaints Procedures.

- Having regard to 'Keeping children safe in education 2024' when making arrangements to safeguard and promote the welfare of children.

- Ensuring there is a Children Missing Education Procedure in place and that this is regularly reviewed and updated.

6.2.   The Headteacher is responsible for:

- The day-to-day implementation and management of the attendance policy and procedures of the school and distributing these to parents.

6.3.   Staff, including teachers, support staff and volunteers will be responsible for:

- Following the attendance policy, and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.

- Modelling good attendance behaviour.

- Using their professional judgement and knowledge of individual pupils to inform decisions as to whether any welfare concerns should be escalated.

6.4.   Designated members of staff will take the attendance register at the start of each school day and at the start of each afternoon session.

6.5.   The school will ensure that every pupil has access to full-time education and will act as early as possible to address patterns of absence.

6.6.   The school will inform the LA of any pupil being deleted from the admission and attendance registers if they:

- Are being educated from home.

- No longer live within a reasonable distance of the registered school.

- Have an authorised medical note.
- Are in custody for a period of more than four months and the proprietor does not reasonably believe they will be returning.
- Have been permanently excluded.

6.7. Parents will be expected to take responsibility for the attendance of their children during term-time.

6.8. Parents will be expected to promote good attendance and ensure their children attend school every day.

6.9. Pupils are responsible for their own attendance at school and any agreed activities throughout the school year.

6.10. All pupils are responsible for their punctuality to lessons.

7. Training of staff

7.1. We recognise that early intervention can prevent bad behaviour. As such, members of staff will receive training in identifying potentially at-risk pupils as part of their inductions and annual refresher training.

7.2. Teachers and support staff will receive training on this policy as part of their new starter induction.

7.3. Teachers and support staff will receive training to ensure they understand that increased absence from school could indicate a safeguarding concern, and know how such concerns should be managed.

7.4. Teachers and support staff will receive regular and ongoing training as part of their development.

8. Pupil expectations

8.1. Pupils will be expected to attend school every day and will sign an agreement at the beginning of each school year.

8.2. The school expects all pupils to attend lessons punctually.

8.3. Pupils will be expected to report any absence immediately to the relevant member of staff.

9. Absence procedures

9.1. Parents are required to contact the school via phone by 9.30am on the first day of any absence. If by 10am we have not received a phone call, school will contact home

9.2.   If we cannot make contact with home, this will be passed onto our Designated Safeguarding Lead or Deputy (DSL/DDSL) for further action.

9.3.   Parents are expected to repeat the above process for everyday of absence

9.4.   Alternatively, parents may call into school and report to the school office where arrangements will be made to speak to a member of staff.

9.5.   The school will always follow up any absences in order to:

- Ascertain the reason for the absence.
- Ensure that proper safeguarding action is being taken.
- Identify whether the absence is authorised or not.
- Identify the correct code to use to enter the data onto the school census system.

9.6.   The school will inform the LA, on a termly basis, of the details of pupils who fail to attend regularly.

9.7.   If a pupil's attendance drops below 85 percent interventions will be put in place, and if there is no improvement, within 2 weeks a letter from school will be sent.

9.8.   If there still is no improvement and a formal meeting will be arranged with the parents.

10.   Contact information

10.1.   Parents must provide accurate and up-to-date contact details.

10.2.   Parents are responsible for updating the school if the details change.

10.3.   Parents must provide the school with more than one emergency contact number.

11.   Attendance register

In August 2024, the Department for Education (DfE) introduced updated guidance on school attendance for all educational institutions, including Multi-Academy Trusts (MATs). The revised attendance codes, introduced through the School Attendance (Pupil Registration) (England) Regulations 2024, offer more precision in recording student absences Pupil attendance in schools, Week 12 2025 - Explore education statistics - GOV.UK.

11.1.   The designated staff members will take the attendance register at the start of each school day and at the start of the afternoon session. This register will record whether pupils are:

- Present.
- Absent.

- Attending an approved educational visit.

- Unable to attend due to exceptional circumstances.

11.2. The school will use the national attendance codes to enable the school to record and monitor attendance and absence in a consistent way. The following codes will be used:

- / = Present in the morning

- \ = Present in the afternoon

- L = Late arrival before the register has closed

- C = Authorised absence

- C1 – For leave of absence for the purpose of participating in a regulated performance (or employment paid or unpaid)

- C2 – For leave of absence for a compulsory school age pupil subject to a part-time timetable

- E = Excluded but no alternative provision made

- H = Authorised holiday

- I = Illness

- M = Medical or dental appointments

- R = Religious observance

- B = Off-site educational activity

- G = Unauthorised holiday

- O = Unauthorised absence

- U = Arrived after registration closed

- N = Reason not yet provided

- X – For pupils who are not required to attend school for specific sessions, such as non-compulsory school-age children

- S = Study leave

- T = Gypsy, Roma and Traveller absence

- W = Work experience

- V = Educational visit or trip

- P = Participating in a supervised sporting activity

- Q – For when pupils cannot attend due to a lack of access arrangements

- J1 – For leave of absence to attend an interview (replaces the former J code)

- D = Dual registered – at another educational establishment

- Y1 - Unable to attend - Absence due to transport normally provided not being available

- Y2 - Unable to attend - Widespread disruption to travel

- Y3 - Unable to attend - Part of school closed

- Y4 - Unable to attend - Unexpected whole school closure (different from # for planned closures)

- Y5 - Unable to attend - Pupils in the criminal justice system

- Y6 - Unable to attend - Absence due to public health guidance or law

- Y7 - Unable to attend - Any other unavoidable cause

- Z = Pupil not on admission register

- # = Planned whole or partial school closure

11.3. When the school has planned in advance to be fully or partially closed, the code '#' will be used for the relevant pupils who are absent. This code will also be used to record year groups who are not due to attend because the school has set different term dates for different years, for example, induction days.

11.4. All amendments made to the attendance register will include the original entry, the amended entry, the reason for the amendment, the date of amendment, and the name and role of the person who made the amendment.

11.5. Every entry into the attendance register will be preserved for three years.

12. Attendance officer

12.1. If they are persistently absent, pupils will be referred to the school attendance officer who will attempt to resolve the situation through a parent agreement.

12.2. If the situation cannot be resolved and attendance does not improve, the school has the power to issue sanctions such as prosecutions or penalty notices.

13. Lateness

13.1. Punctuality is of the utmost importance, and lateness will not be tolerated.

13.2. The school day starts at 9:00am; pupils should be in their classroom at this time.

13.3. Registers are marked by 9:10am; pupils will receive a late mark if they are not in their classroom by this time.

13.4. The register closes at 10am; pupils will receive a mark of absence if they do not attend school before this time.

13.5. Attendance after the register closes will receive a mark to show that they are on site, but will count as an absent mark.

14. Truancy

14.1. Truancy means any absence of part, or of all, of one or more days from school, during which the school has not been notified of the cause behind such absence.

14.2. All staff will be concerned about the regular attendance of pupils, and the importance of continuity in each child's learning.

14.3. All pupils are expected to be in their classes by 9:00am and 1:20pm, where the teacher will record the attendance electronically.

14.4. Any pupil with permission to leave the school during the day must sign out at reception and sign back in again on their return.

14.5. Immediate action will be taken when there are any concerns that a pupil might be truanting.

14.6. If truancy is suspected, the Headteacher will be notified and they will contact the child's parents, in order to assess the reasons behind the child not attending school.

14.7. The following procedures will be taken in the event of a truancy:

- In the first instance, a letter of warning will be sent to the parents of the pupil, informing them of the truancy and stating that any future occurrences could result in further action being taken.

- If any further truancy occurs, then the school will consider issuing a penalty notice.

- A penalty notice will be issued where there is overt truancy, inappropriate parentally-condoned absence, excessive holidays in term time and persistent late arrival at school.

15. Missing children

15.1. Pupils are not permitted to leave the school premises during the school day unless they have permission from the Headteacher.

15.2. The following procedures will be taken in the event of a pupil going missing during the school day:

- The member of staff who has noticed the missing pupil will inform the Headteacher or member of SLT immediately.

- The office staff will also be informed as they will act as a point of contact for receiving information regarding the search.

- A member of staff will stay with the rest of the class, and all other available members of staff will conduct a thorough search of the school premises as directed by the Headteacher.

- The following areas will be systematically searched:
    - All classrooms
    - All toilets
    - Changing rooms
    - The library
    - Any outbuildings
    - The school grounds
- Available staff will begin a search of the area immediately outside of the school premises, and will take a mobile phone with them so they can be contacted.
- If the pupil has not been found after 20 minutes, it will be deemed that the missing child requires immediate deployment of police resources and the police will be called.
- The timescales may be reduced based on individual pupil's risk assessment.
- The school will then attempt to contact parents using the emergency contacts provided and continue to search for the pupil.
- The missing pupil's teacher will fill in an incident form, describing all circumstances leading up to the pupil going missing.

15.3. If the missing pupil has an allocated social worker, is a CLA, then the appropriate personnel will be informed.

15.4. When the pupil has been located, a designated member of staff will care for and talk to the pupil to ensure they are safe and well.

15.5. The Headteacher will take the appropriate action to ensure the pupil understands they must not leave the premises, and consequences will be issued if deemed necessary.

15.6. Parents and any other agencies will be informed immediately when the pupil has been located.

15.7. The Headteacher will carry out a full investigation, and will draw a conclusion as to how the incident occurred.

15.8. Appropriate disciplinary procedures are followed in accordance with the Behavioural Policy.

15.9. Prolonged periods of unauthorised absence without contact will be handled in accordance with clauses 6.7-6.9 of this policy.

15.10. A written report will be produced and policies and procedures will be reviewed in accordance with the outcome.

16. Term-time leave

16.1. Our aim is to prepare pupils for their future lives and careers. With this in mind, we require parents to observe the school holidays as prescribed.

16.2. Leave during term time will only be authorised in exceptional circumstances, for example bereavement or serious illness.

16.3. Any requests for leave during term time will be considered on an individual basis and the pupil's previous attendance record will be considered.

16.4. Requests for leave will not be granted in the following circumstances:

- During Year 7 when a pupil is settling into the school, unless exceptional circumstances apply, e.g. the death of a family member
- Immediately before and during assessment periods
- When a pupil's attendance record shows any unauthorised absence
- Where a pupil's authorised absence record is already above 10 percent for any reason

16.5. If term time leave is not granted, taking a pupil out of school will be recorded as an unauthorised absence and may result in sanctions.

17. Religious observances

17.1. The school will take advice from local religious leaders of all faiths to establish the appropriate number of days required for religious festivals.

17.2. Parents must inform the school at least 7 days in advance if absences are required for days of religious observance.

17.3. The day(s) of absence must be exclusively set apart for religious observance by the religious body to which the pupil's parents belong.

18. Appointments

18.1. As far as possible, parents should attempt to book medical and dental appointments outside of school hours.

18.2. Where this is not possible, a note and appointment card should be sent to the school.

18.3. If the appointment requires the pupil to leave during the school day, the pupil must be signed out by a parent.

18.4. Pupils must attend school before and after the appointment wherever possible.

19. Young carers

19.1.   The school understands the difficulties young carers face, and will endeavour to identify young carers at the earliest opportunity, as well as throughout their time at the school.

19.2.   The school takes a caring and flexible approach to the needs of young carers and each situation will be examined on a case-by-case basis, involving other agencies if appropriate.

20.   Exceptional circumstances

20.1.   When absence is due to exceptional circumstances, the 'Y' code will be used on the attendance register.

20.2.   Exceptional circumstances include when a pupil is unable to attend because:

- Transport provided by the school or LA is not available and the pupil's home is not within walking distance.

- There has been widespread disruption to travel services which has prevented the pupil from attending.

- The pupil is in custody and will be detained for less than four months.

20.3.   The use of the 'Y' code is collected in the school census for statistical purposes.

21.   Rewarding good attendance

21.1.   The school acknowledges outstanding attendance in the following ways:

- Vouchers

- A meal

- Trips out such as Cinema

- GFG credits for attendance of 95% or above each half term

- Prize draw for all pupils achieving 95% or above at the end of each term

21.2.   Good attendance and punctuality will be rewarded in the following ways:

- Certificates

- Vouchers

- Going for Gold points

22.   Monitoring and review

22.1.   The school monitors attendance and punctuality throughout the year.

22.2.   The school's attendance target is 95 percent each year.

22.3. This policy will be reviewed annually by the Headteacher and deputy Head (Behaviour, Attitudes and Attendance).

22.4. Any changes made to the policy will be communicated to all members of staff and reviewed annually

Appendices

23. Safeguarding from extremism

23.1. The school protects the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.

23.2. The school has a dedicated DSL who deals with any incidents of extremism and or terrorism within our school community.

23.3. As is the school's responsibility under law, we will do our utmost to safeguard our pupils from being drawn into extremism and terrorism.

23.4. The school has strong relationships with our local safeguarding partners, and will not hesitate to involve them at the earliest opportunity if safeguarding issues arise.

23.5. The school encourages any pupil, parent, staff member or member of the wider school community to let our DSL know if they have concerns about:

- Pupils becoming radicalised.

- Groups, clubs or societies with extremist or radical views.

- Friends and/or families of pupils becoming radicalised or involved in extremism.

- Pupils planning to visit known areas of conflict.

- Members of the school and wider community attempting to draw young and/or vulnerable pupils into extremism.

23.6. Visitors and speakers coming into the school will be vetted prior to them having access to pupils.

23.7. All materials handed out to pupils, whether by teachers or visitors and speakers, will be checked by the Headteacher.

24. 'Channel' and 'Prevent'

24.1. Channel, a key element of the Home Office's Prevent strategy, is a multi-agency approach to protect people at risk from radicalisation.

24.2. As a school, we will work with the LA, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation and to stamp out extremism if it arises. This includes identifying pupils:

- Displaying feelings of grievance and injustice.

- Feeling under threat.

- Searching for identity, meaning and belonging.

- Who have a desire for status amongst their peers.

- Who have a desire for excitement and adventure.

- Displaying a need to dominate and control others.
- Who have a susceptibility to indoctrination.
- Displaying a radical desire for political or moral change.
- Who are susceptible to opportunistic involvement.
- Who have family or friends involved in extremism.
- Susceptible to being influenced or controlled by a group.
- With relevant mental health issues.

25. Preventing radicalisation

25.1. The school will assess the risk of pupils being drawn into terrorism through identifying the factors that affect children in the local area and knowing how to identify those at risk.

25.2. The school always takes allegations and concerns of radicalisation and/or terrorism seriously.

25.3. The school will help pupils channel their desire for excitement and adventure into suitable and healthy activities.

25.4. Extremist propaganda is widely available online – the school will ensure that British values are promoted regularly to encourage pupils to develop an appreciation of society.

25.5. The school will work with local religious and cultural organisations to instil a strong sense of identity in our pupils, as well as a clear place and purpose within the school.

25.6. The school recognises that pupils' parents and families are best-placed to spot signs of radicalisation and, as such, will promote effective engagement with parents and families.

25.7. The school will record all internet activity that takes place on site, and on any school computers, laptops and tablets off site, and establish appropriate filters to protect children from terrorist and extremist material online, in accordance with the E-safety Policy.

25.8. In accordance with Keeping Children Safe in Education and our Safeguarding Children and Child Protection Policy, pupils will be taught about the importance of staying safe online through PSHE lessons.

25.9. The school is stronger thanks to our open, multi-faith and multi-racial community. We will always aim to integrate and engage every child within the school community, and in the wider community.

25.10. The school will celebrate a range of different religious and cultural festivals across the year giving every child the opportunity to take part.

25.11. The school will monitor and assess incidents which suggest pupils are engaging, or are at risk of engaging, in extremist activity and/or radicalisation.

19

25.12. Where a pupil has been identified as at risk of radicalisation, the school will act proportionate to the incident or risk.

26. Making a judgement

26.1. Although extremist behaviour can be presented in many forms, the school understands the following as the most obvious risk factors:

- Disclosure about extremist or radicalised behaviour by pupils – this could include exposure to materials outside of school

- Use of specific terms associated with certain ideological views, e.g. 'hate' language

- Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area

- Focus on specific narratives that highlight particular extremist views

- Evidence of accessing online materials that include extremist materials

- Documented concerns raised by parents or family members about the changing behaviour of the pupil

- References to an extremist narrative in pupils' work

- Disassociation from existing friendship groups

- A loss of interest in activities which they previously engaged in

- Asking questions about identity, faith and belonging

- Behavioural characteristics, such as low self-esteem, isolation, and perceptions of failure and injustice

- Family tensions

- Migration

- Events affecting their country or region of origin

- Alienation from UK values

- Grievance triggered by personal experience of racism or discrimination

- Inappropriate forms of dress

- Property damage

- Refusal to cooperate with the requests of teachers or other adults

26.2. When assessing whether a pupil is at risk of radicalisation, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences through the internet?

- Does the pupil possess or actively seek extremist material?

- Does the pupil sympathise or support extremist groups or behaviour in their speech or written work?
- Does the pupil's demeanour suggest a new social, religious or political influence? E.g. through jewellery or clothing
- Has the pupil previously been a victim of a race hate or religious crime?
- Has the pupil experienced any major disagreements with their peers, family or faith groups, leading to rejection, isolation or exclusion?
- Does the pupil display an irregular and distorted view of religion or politics?
- Does the pupil display a strong objection towards specific cultures, faiths or race?
- Is the pupil a foreign national awaiting a decision regarding deportation or immigration?
- Is there an irregular pattern of travel within the pupil's family?
- Has the pupil witnessed or suffered from trauma or violence in a war zone or through sectarian conflict?
- Is there evidence of a relative or family friend displaying extremist views?
- Has the pupil travelled for extended periods of time to international locations?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil a victim of social isolation?
- Does the pupil have insecure, conflicted or absent family relationships?

26.3.   Critical indicators include where a pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

26.4.   The DSL, and any deputies, will undergo regular Prevent awareness training and updates in order to provide advice and support to staff on protecting pupils from the risk of radicalisation.

26.5.   Staff will undergo regular Prevent awareness training, delivered by the DSL, in order to ensure that they are up-to-date to recognise indicators of radicalisation.

26.6.   Staff, including the DSL and any deputies, will also undergo regular training in response to any updates.

27.   Community links

27.1.   The school will include discussion about extremism and terrorism in our governing body meetings.

27.2.   The school will operate an open-door policy for community members to report concerns.

27.3.   The school will open our doors to the community for festivals, religious and other events.

27.4.   The school will select a range of charities to support across the year which represent our school community, including local community groups.

28.   Making a referral

28.1.   In accordance with the school's Safeguarding Children and Safeguarding Policy Booklet 2024, if any member of staff has concerns about a pupil, they will raise this with the DSL.

28.2.   Parents will be contacted to discuss the issue and investigate where there are any mitigating home circumstances, unless doing so would put the pupil at further risk of harm. A decision will be made at this meeting to determine whether a referral should be made to the Channel programme.

28.3.   In most cases, the DSL will refer case to the Channel programme where there is a radicalisation concern, as appropriate.

28.4.   Staff members may make referrals to the Channel programme if they deem it necessary – the DSL will be notified in all cases and will support staff members who do so.

28.5.   Staff members will be informed that they may be asked to attend a Channel panel to discuss the pupil who has been referred to determine whether support is required.

28.6.   The LA's Channel panel will decide which support, if any, is required and arrange for this support to be implemented.

28.7.   The DSL will follow up any referrals and the pupil will be monitored for a period of time to determine whether there have been any changes in behaviour. Parents will be consulted during this period, unless doing so would put the pupil at further risk of harm.

28.8. If any concerns are raised, the DSL will contact the Channel programme to discuss further steps.

28.9. The DSL will record and retain all incidents for school records in accordance with the Data Protection Act 2018 and the GDPR, as outlined in the Data Protection Policy.

29. Promoting fundamental British values

29.1. Through the national curriculum, the school will:

- Teach our pupils a broad and balanced international history.

- Represent the cultures of all of our pupils across the subject.

- Teach a wide range of English and non-English literature.

- Commemorate World War 1 and 2.

- Demonstrate the historical importance of the Commonwealth.

29.2. Through our social, moral, spiritual and cultural programme, the school will:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.

- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.

- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.

- Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England.

- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures.

- Encourage respect for other people.

- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

29.3. The school will do this by:

- Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum.

- Ensuring that all pupils within the school have a voice that is listened to, thus demonstrating how democracy works via a school council whose members are voted for by the pupils.

- Using opportunities such as general or local elections to hold mock elections to offer pupils the chance to engage in politics from an early age.
- Offering a debate club to provide pupils with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Considering the role of extra-curricular activities, including any activity run directly by pupils, in promoting fundamental British values.

Positive behaviour management

All staff will adopt a positive approach to improving behaviour in order to reward effort and application, and to build self-esteem. The school will work in partnership with those who know the child to help those concerned:

- Find out why this child behaves as he or she does
- Understand the factors that influence this child's behaviour
- Identify early warning signs that indicate foreseeable behaviours are developing

This approach will help to ensure that early and preventative intervention is the norm. It should reduce the incidence of extreme behaviours and make sure that the use of physical intervention is rare.

School staff will refer to the school's behaviour policy when developing and implementing 'Proactive Behaviour Plans (PBPs)'. All proactive behaviour plans will be formally agreed and ratified before implementing them in school. Plans will be formally recorded in accordance with school procedures and set out the action taken to:

- Meet the pupil's needs
- Encourage the pupil to make positive choices and develop self-control
- Support the pupil in difficult situations
- Safely manage crises if and when they occur

Risk assessment and planning for use of restrictive physical interventions

The school acknowledges that some children behave in ways that make it necessary to consider the use of restrictive physical intervention as part of a proactive behaviour plan. All identified behaviours necessitating use of physical intervention will be formally risk assessed. The resulting risk management strategy will be compatible with a proactive behaviour management approach. Planned use of physical intervention will be clearly shown to be in keeping with the pupil's EHCP and his or her Positive Handling Plan (PHP).

All staff will be aware of the distinction between physical contact or touch, used appropriately in everyday situations to support, encourage, guide or comfort a pupil, and the use of force to restrict movement or to disengage from pupils whose behaviour present a clear risk or injury.

Restrictive Physical Interventions can be employed to achieve a number of different outcomes:

- To break away or disengage from dangerous or harmful physical contact initiated by a service user
- To separate the person from a 'trigger', for example, removing one pupil who responds to another with physical aggression
- To protect a child of service user from a dangerous situation – for example, the hazards of a busy road

The following are recommended by the DFE

The use of physical intervention is likely to be legally defensible when it is required to prevent:

- Self-harming
- Injury to other children, service-users, staff or teachers
- Serious damage to property
- An offence being committed
- In school settings, any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.

Techniques and methods for controlling and restraining pupils using restrictive physical interventions will be assessed to ensure they are safe, suitable and appropriate for use with the named pupil.

They will be agreed in partnership with the pupil, his/her parents (or those with parental responsibility) and other statutory agencies working with the pupil. This is especially the case when children are; looked after by the local authority, in respite care or cared for by others with legal responsibility. This is in order to ensure that there is a consistent approach to the use of force in and out of school.

In the event of disputes over, or concerns about, techniques and methods being considered, an interim school strategy will be agreed and the matter referred to the LA. If necessary, adjudication might be offered by an independent officer nominated by the Local Area Child Protection Committee.

PHP's

When a pupil presents with behaviours that require a regular hands-on-approach to keep them safe, the Senior PRICE Instructor will generate a Positive Handling Plan, this will be in conjuncture and consultation with Key staff. It will be for the best interest and outcome for the young person and will contain the appropriate approach needed from staff. PHP's will be reviewed regularly. This information and plan will be shared with parents/guardians.

Use of restrictive physical interventions in unforeseen and emergency situations

The school acknowledges that, on occasion, staff may find themselves in unforeseen or emergency situations, when they have no option but to use reasonable force to manage a crisis. It is recommended that:

- Before using force – staff attempt to use diversion or diffusion to manage the situation
- When using force – staff must use techniques and methods with which they are familiar, confident and are permitted by the school: see PRICE training guidelines
- In exceptional circumstances (where permitted techniques are ineffective or staff are unfamiliar with the action they should take) – staff manage the situation as best they can to comply with Section 93 of the Education and Inspections Act 2006. Using Dynamic Risk Assessment, Reasonable and Proportionate

Staff will always report and record use of physical force that occurs in unforeseen or emergency situations using school procedures.

Post incident support

Incidents that require use of restrictive physical interventions can be upsetting to all concerned and result in injuries to the child or staff. After incidents have subsided, it is important to ensure that staff and children are given emotional support and basic first aid treatment for any injuries. Immediate action should, of course, be taken to ensure that medical help is accessed for any injuries that require other than basic first aid. All injuries will be reported and recorded in accordance with school procedures. The school will act to report any injuries to staff or pupils in accordance with RIDDOR.

Where Advanced Techniques have been used, the young person must be monitored every 5 minutes for the first 30 minutes followed by every 30 minutes for 2 hours. Staff monitoring must be First Aid trained. Monitoring form to be competed and submitted to the medical room.

Reporting and recording use of restrictive physical interventions

After incidents in which physical intervention is used, staff will report and record the matter in accordance with school procedures. All incidents requiring the use of physical intervention will be thoroughly and systematically documented within school records such as registers, logs, and incident books as advised in DfES letter dated 24 April 2001 to Chief Education Officers in England, "Positive handling strategies for pupils with severe behavioural difficulties". Reporting and logging of Incidents including pupil debrief, if criteria for debrief is met (more than physical management), must be completed within 24 hours of the incident itself. Parents/carers informed on the day of the incident prior to pupils arriving home, or if resident, on the same day as soon as possible. The school will act to ensure that parents and the local authority are informed about these incidents in accordance with agreed local procedures and time scales.

Any incidents involving Advanced techniques must be recorded within 12 hours of incident. They must be evaluated and signed off within 24 hours.

Incidents will be recorded on the 'BehaviourWatch' online secure system. Senior PRICE Instructor (or LST in their absence) will then make sure debriefing is offered and carried out with both pupil and staff involved.

Monitoring use of restrictive physical interventions

Use of physical intervention in school will be monitored in order to help staff learn from experience, promote the well-being of children in their care, and provide a basis for appropriate support. Monitoring can help schools to determine what specialist help is needed for children and to assess the appropriateness of the child's placement at the school. Information on trends and emerging problems will be shared within the school using local procedures.

Where Advance techniques have been used, the Senior PRICE Instructor or a member of SLT will evaluate the incident and validate the use of the techniques used.

'BehaviourWatch' behaviour management system will be used to assist the Senior PRICE Instructor or a member of SLT in monitoring information which will be reported on a regular basis to school governors.

Responding to complaints

The use of restrictive physical intervention can lead to allegations of inappropriate or excessive use. In the event of a complaint in relation to use of force by staff, the matter will be dealt with in accordance with agreed procedures for handling allegations against members of staff. See Keeping Children Safe in Education 2024 and relevant school policies.

Staff training

Training in physical intervention methods that are acceptable within the school is available and teachers, support staff, care staff and other officers will be encouraged to take up such opportunities. This training is intended to help staff to link meeting children's' needs with positive behaviour management. Staff involved in implementing planned use of physical intervention as part of a behaviour management strategy with the school, will be provided with training in the range of intervention techniques they are expected to use in their day-to-day work. On successful completion of training, staff are encouraged to practice their skills and periodically attend updates. A small percentage of staff will receive additional training in advanced techniques. These staff must hold a current First Aid Certificate.

All staff attend a Five-day foundation course including 2 days of de-escalation and diffusion together with 3 days physical intervention techniques, followed by refresher sessions of 60 minutes every half term. All staff are invited to request extra training if they feel the need. Staff only have permission to use techniques, which their current training has included. In turn missed training of techniques will restrict the staff's range of techniques to be used.

The P.R.I.C.E. package chosen by WKS is based on the recommendations of The Children's Act 1989, Volume 4 and the department of Health Guidance on 'Permissible Forms of Control in Children's Residential Care' (1993)

It also complies with the requirement of the current DfE and Health guidance, as well as BILD Code of Practice, health and safety legislation, Restraint Reduction Network and the overall framework of civil and criminal law. PRICE is accredited by BILD and is governed by The Restraint Reduction Network

Key Principles:

- Use of physical intervention must be the last resort (all other methods exhausted)
- Acknowledgements of the service user rights and dignity
- Staff safety and protection including breakaway techniques
- Minimum use of force and no deliberate use of pain
- No use of pressure against joints
- Acknowledges the **Responsibilities** inherent in a **Duty of Care** and **Duty of Candour**
- Phasing up and down of the techniques as the circumstances require
- Team building

Aims

To assist our organization to make the workplace safer for service users and staff, by:

- Providing the training in a safe manner
- Teach the use of Diffusion and De-escalation
- Teaching staff safe and non-harmful physical intervention techniques
- Teaching staff to physically intervene within the organization's regulations and guidelines
- Giving staff confidence to undertake everyday duties
- Giving service users a feeling of safety and protection
- Acknowledgement of the service user's rights and dignity
- Teaching techniques applicable to specific environments

Objectives

To teach staff a range of non-harmful techniques:

- To follow the standards set out by the **Restraint Reduction Network**
- To teach the staff to understand the reasons behind Challenging behaviour
- Teach staff to break away from a violent incident with minimal use of force
- Teach staff to work within organizational guidelines
- Enable staff to work as a team
- Enable dialogue when physically intervening and de-escalating the incident
- Teach the use of minimal force, and no deliberate use of pain
- Teach staff the importance of de-escalation skills
- Focus on non-restrictive tertiary and restrictive tertiary strategies within the training

Managing Information Systems

The IT Manager is charged with establishing and maintaining effective web filtering technology and systems to support each school to maintain effective e-safety infrastructure. The security of each school's information systems and users will be reviewed regularly by the IT Manager and virus protection software will be updated regularly.

WKS requires the following systems to be in place and adhered to:

- ensuring that all personal data sent over the internet is encrypted
- making sure that unapproved software is not downloaded to any school computers
- files held on the school network will be regularly checked for viruses
- the use of user logins and passwords to access the school network will be enforced
- Only designated pupils have access to upload any software to school system through external hard drives (these pupils will have earned Independent Status and be approved by staff)

Emails

All staff and pupils are expected to comply with WKS's Data Security, Protection & Retention Policy and to inform staff and pupils that school email accounts are only to be used for WKS / school-related matters, i.e. for staff to contact parents, pupils, other members of staff and other professionals for work purposes. The school has the right to monitor emails and their contents (Acceptable Use of Internet and Email by Staff).

Published Content and Websites

All websites operated in the name of the WKS/WKRS including school specific pages and presentations are required to comply with the highest standards of content maintenance. Any information published on the website is to be carefully considered in terms of safety for the pupils, staff, copyrights and privacy policies. Limited information on staff or pupils is to be published and the only contact details for contacting the school will be via the school office or authorised staff school email addresses.

The Headteacher and IT Specialist teacher will take overall editorial responsibility and ensure that content is accurate and appropriate. Cross reference is required with the Charity's Data Security, Protection & Retention Policy especially relating to web posting of pupil images.

Social Networking and Social Media

Online forums are the more obvious sources of inappropriate and harmful behaviour and where pupils are most vulnerable to being contacted by a dangerous person. A main aim of WKS is to educate pupils so that they can make their own informed decisions and take

responsibility for their conduct online and have clear procedures in place with respect to social media.

The school's procedures are required to clearly state that pupils are not allowed to access social media sites in school unless explicitly for the purpose of school business and/or lessons (i.e. school twitter feed, etc.) Employees should restrict use of social media when in school to not include personal accounts. Personal use of social media should refrain from reference to employment activity and school life. Employment related potential use should be approved by the Headteacher of the school or a direct senior line manager. This social media activity should be monitored before publication (in reference to school twitter comments) Further information is available in: Protocol for Acceptable use of Internet & Email by Staff.

Mobile phones and personal data devices

While mobile phones and personal communication devices are commonplace in today's society, WKS is expected to be aware of their use and ensure that mobile phones are used responsibly and at allotted times only. Only school equipment should be used to create digital images and/or video of school events, and/or the school population. Visitors are asked to turn off phones on entry into the school for the duration of their visit.

Handling E-safety Incidents

WKS procedures include clear instructions for all E-safety incidents including the roles and responsibilities to record the incident on our online 'Behaviour Watch' system, agree an action then monitor and review the incident. Depending on the severity of the incident, other parties may need to be involved at the discretion of the Headteacher and the school's Designated Safeguarding Lead/Deputy Designated Safeguarding Lead (referring to Safeguarding Children and Child Protection Policy Booklet 2024).

Cyberbullying

The anonymity that can come with using the internet increases the confidence in individuals to say and do hurtful things that they otherwise would not do in person.

Information about specific strategies or programmes in place to prevent and tackle bullying is to be set out in the Safeguarding, Behaviour and Anti-Bullying policies. It is to be made very clear to members of the school community what is expected of them in terms of respecting their peers, members of the public and staff, and any intentional breach of this will result in an investigation by senior staff and/or Designated Safeguarding Lead. WKS has a statutory duty to look after the physical and mental health of its employees. This includes protecting staff from cyberbullying and supporting the individual in the event of an incident. WKS is expected to:

- make staff aware of the potential risks of being bullied online through social networking sites by parents/carers and pupils
- train staff on how to protect themselves from cyberbullying
- ensure staff are aware on how to report incidents of cyberbullying and provide advice and support to the individual throughout the process

Further information can be found from the DfE guidance 'Cyberbullying: advice for Head teachers and school staff Nov 2014'.

Managing Emerging Technologies

Technology is progressing rapidly and new technologies are emerging all the time. WKS is required to risk-assess any new technologies before they are used and ensure the technology provides educational benefits. WKS is expected to keep up-to-date with new technologies and to be prepared to quickly develop appropriate strategies for dealing with new technological developments.

Monitoring

WKS will monitor any concerns relating to e-safety by:
- Logs of reported incidents
- Monitoring logs of internet activity (including sites visited)
- Internal monitoring data for network activity.

Additionally, WKS has a Safeguarding governor with a portfolio which includes e-safety to be kept updated in relation to issues and management action to ensure e-safety maintenance.

Parent Advice

Parents/carers play a vital role in the safety of children and young people online and each school is expected to provide guidance on e-safety through the following:
- Home School Agreement - ensure parents/carers understand the school's e-safety rules and procedures
- School website – provide links to validated third party advice on e-safety and publish DfE guidance such as 'Advice for parents and carers on cyberbullying'.
- Newsletters and emails

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) (or other LA Social Care equivalents)** and to the Police if a crime may have been committed. (IFD@wirral.gov.uk)

1.2   Identify any safeguarding issues relating to individual children, 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 child'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 at least one key adult for 'Operation Encompass*' and the point of contact for Child Exploitation. *Guiding principles of the scheme are here https://www.operationencompass.org/school-participation. An annual information letter to be sent to parents. All downloadable documents are here: https://www.operationencompass.org/school-participation/school-downloads.

1.6   To ensure that the Local Authority are notified if children are persistently absent or missing from education

2   RECORD KEEPING:

2.1   Keep written records of Safeguarding and welfare concerns and ensure a stand-alone file is created as necessary for children with safeguarding concerns

2.2   Schools should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home (KCSIE 2024)

2.3   Maintain a chronology of significant incidents for each child with safeguarding concerns

2.4   Ensure such records are kept confidentially and securely and separate from the   child's educational record.

2.5 When a child leaves our school, the Designated Safeguarding Lead will contact the Designated Safeguarding Lead at the new school and will ensure that the safeguarding file is forwarded to the receiving school within two weeks. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding records to the Education Social Welfare Service.

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 children safe; and this includes allowing practitioners to share information without consent (Keeping Children Safe in Education 2024).

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 child, share information as appropriate and contribute to assessments.

3.5 The school's information sharing policy is located the 'Every' system, and refers to confidentiality in line with 'Information sharing: advice for practitioners providing safeguarding services' (DfE, 2018).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

4 TRAINING:

4.1 Undertake appropriate training, **updated every two years**, as well as regular updates which are at least annual 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
- be able to reassure victims that they are being taken seriously and that they will be supported and kept safe.
- understand the assessment process for providing early help and intervention, e.g. WSCP 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 school's safeguarding children and child protection policy and procedures, including providing induction on these matters to new staff members. Induction training, must include the school's behaviour policy and the school's procedures for managing children who are missing education, as well as the staff code of conduct.

4.3   Organise face-to-face whole-school Safeguarding training for all staff members at least **every three years**. Ensure staff members who miss the training receive it by other means, e.g. by joining another school's training. The DSL must provide all staff members with safeguarding updates (for example, via email, e-bulletins and staff meetings), 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/safeguarding-training-for-schools/

4.4   All staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction. This should include the:
   - child protection policy
   - behaviour policy including methods to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying
   - staff a code of conduct
   - safeguarding response to children who go missing from education; and
   - role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of this document should be provided to staff at induction (Keeping Children Safe in Education 2024)

Best practice would also see staff and leaders reading - 'What to do if you're worried a child is being abused', as it contains examples of the different types of safeguarding issues.

4.5   Ensure the school allocates time and resources every year for relevant staff members to attend training and receive continuous professional development opportunities.

4.6   Encourage a culture of listening to children and taking account of their wishes and feelings in any action the school takes to protect them.

4.7   Maintain accurate records of staff recruitment, induction and training.

WSCP School / College / Educational establishment training courses can be found here:

        https://www.wirralsafeguarding.co.uk/schools/

5   AWARENESS RAISING:

5.1   Ensure the school and college's Safeguarding Children and Child Protection policies are known, understood and used appropriately;

5.2   Ensure the school and college's Safeguarding Children and 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;

5.3   Ensure the safeguarding 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; and

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. (KCSIE 2024)

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 school's safeguarding arrangements at frequencies specified by the Wirral Safeguarding Children Partnership.

6.3   Provide regular reports, to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.

6.4   Take lead responsibility for remedying any deficiencies and weaknesses identified in Safeguarding arrangements.

7   SUPERVISION AND REFLECTION:

7.1   Working to ensure children and young people are protected from harm requires sound professionals' judgements to be made. It is demanding work that can be distressing and stressful. It is therefore essential that staff involved in this work have access to advice and a robust process of reflection/ supervision to help them reflect upon and review their work.

7.2   The school will have a framework for providing an opportunity to staff who are working directly with vulnerable young people, particularly those who are being managed on a child protection, child in need or team around the family plan, to have regular access to an appropriate manager to talk through and reflect on their involvement with the child's case. A guidance document published by the Wirral Safeguarding Children Partnership for undertaking safeguarding reflection is published on the WSCP website and can be accessed here:

         https://www.wirralsafeguarding.co.uk/procedures/

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 an adult or 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.

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 children and protect them from harm. **Safeguarding and promoting the welfare of children** is defined as:
- protecting children from maltreatment;
- preventing impairment of children's health and development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- acting to enable all children 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 children 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 the school or college'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. More support can be found:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file /609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

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.'

1.8 Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has a mental health need;
- has a family member in prison, or is affected by parental offending;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is persistently absent from education, including persistent absences for part of the school day;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;

- has returned home to their family from care; and
- is a privately fostered 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 and conveying that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include

- 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
- interactions that are beyond a child's developmental capability
- overprotection and limitation of exploration and learning,
- preventing the child from participating in normal social interaction.
- seeing or hearing the ill-treatment of another
- 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.

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
- 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, not necessarily involving a high level of 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 oral sex) 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 commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (KCSIE 2024).

3. Mental Health:

1.1   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

1.2   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

1.3   Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education

1.4   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. From September 2021 schools have the opportunity to access senior mental health leads training through the DfE.

The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans.

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

Is this a child with additional needs; where their health, development or achievement may be adversely affected?

- 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 Early Help Assessment (EHAT) trained practitioner in your school, the child and parents. You will need to obtain parental consent for an EHAT to be completed.

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.wirralsafeguarding.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.wirralsafeguarding.co.uk/public/concerned-about-a-child/

APPENDIX C: FURTHER INFORMATION

A series of '7-minute briefings' have been designed to inform and engage staff in understanding a wide range of safeguarding concerns. A selection can be found at the end of this document. There are new briefing being added, so to access the full range of briefings click here: https://www.wirralsafeguarding.co.uk/7-minute-briefings/

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.

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. School may involve other agencies in making their assessments. That could include school nurse, community paediatrician, occupational therapists etc.

3   Gang and Youth Violence:

3.1   Children and 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 children and 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

3.1A   All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant change in wellbeing or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (2021:51)

All staff should be aware of the risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults; county lines guidance. (2021:52)

3.2 **Indicators may be (age in brackets):**

• Troublesome (7-9; 10-12) / High daring (10-12) / Positive attitude towards delinquency (10-12) / Previously committed offences (7-9) / Involved in anti-social behaviour (10-12)

• Substance use (7-9) / Aggression (7-9) / Running away and truancy (7-9; 10-12) / Marijuana use (10- 12) / Marijuana availability (10-12) / Disrupted family (7- 9; 10-12) / Poor supervision (10-12)

• Low academic achievement in primary school (10- 12) / Learning disability (10-12) / Peers involved in crime and/or anti-social behaviour (7-9; 10-12)

• Children and young people in the neighbourhood involved in crime and/or anti-social behaviour (10-12)

(Preventing Youth Violence and gang Involvement for Schools and Colleges – Home Office)

4 Faith Based Abuse:

4.1 Our 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 will make a referral to Wirral Integrated Front Door (IFD – 0151 606 2008) for support and guidance. School may request the advice and support of MEAS service in making their assessments.

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 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 the school staff suspects that a child may have been trafficked they should act immediately to inform the senior member of staff with designated responsibility for child protection 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. The school 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. Designated teacher 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.wirralsafeguarding.co.uk/professionals/what-is-early-help/

7   Drugs and Alcohol: Children can be at risk of drugs and alcohol directly and indirectly.
They may be at direct risk of having access to these substances (see guidance on gangs) or indirectly because they affect family life at home through use by parents/carers, siblings, child-minders etc. Risks associated with drugs and alcohol and built into the year 5-6 curriculum. We work with our partners and Wirral LA to provide curriculum advice and guidance in this area. To access the most up to date Wirral School Drugs Policy click - https://www.wirralsafeguarding.co.uk/school-drug-policy/

More details can be found at: https://www.wirralsafeguarding.co.uk/substance-misuse/

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.' For more information see;

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

9   Managing Allegations against staff:

The Local Authority Designated Officer for Allegations (**LADO) must be told of allegations against adults working with children and young people within 24 hours.** Chairs of Governors should refer to this guidance if there is an allegation against the Headteacher. This includes all cases that meet the harms threshold 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
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The last bullet point above includes behaviour that may have happened outside of school or college that might make an individual unsuitable to work with children, this is known as transferable risk. Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt seek advice from the local authority designated officer (LADO).

9.2   There are two levels of allegation/concern:

1. Allegations that may meet the harms threshold (see definition above)
2. Allegation/concerns that do not meet the harms threshold – referred to in KCSIE 2024 guidance as 'low level concerns'

Governing bodies and proprietors should have policies and processes to deal with concerns (including allegations) which do not meet the harm threshold. Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organization; or as a result of vetting checks undertaken.

It is important that schools and colleges have appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children.

'Low Level Concerns' - Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold are shared responsibly and with the right person, recorded and dealt with appropriately, is critical.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. Examples of such behaviour could include, but are not limited to:
• being over friendly with children;
• having favorites;
• taking photographs of children on their mobile phone;
• engaging with a child on a one-to-one basis in a secluded area or behind a closed

45

door; or,
• using inappropriate sexualized, intimidating or offensive language.

Such concerns should always be recorded and reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified
Process at WKS

Once a child has made an allegation:

1. Child made safe and to have no contact with member of staff (staff may e suspended based on level of allegation. Headteacher to decide)
2. Parents/carers informed
3. Member of staff informed as to actions appropriate, avoid pupil, change of duties, suspension, etc.
4. Investigation to take place, including witness statements gathered
5. LADO consultation sent by DSL/DDSL on advice from Headteacher
6. LADO return conclusion/next steps
7. Member of staff under investigation informed of outcome on receipt of LADO report
8. No further action = parents/carers, pupil and staff informed, return to duties. Update pupil Risk Assessment and bridge build work
9. Further investigations = parents/carers, pupil and staff informed. Headteacher to liaise with LADO for next steps.

9.3   The Local Authority Designated Officer for Allegations (LADO) in Wirral can be contacted on:
          call 0151 666 5525 / Mobile 07342058612
          ➤ **email all referrals to:**   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 agency's response to an allegation, please contact your HR provider.

10   Preventing Radicalisation:

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

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 need help or protection. School 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 children and 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 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).

Alison Burnett is the link for Wirral & Liverpool - Alison.Burnett@liverpool.gov.uk and all assessments are to be carried out via Operation Dovetail and the Referral route via Integrated Front Door. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales.

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.wirralsafeguarding.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 Missing Education: All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

11.1   A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

11.2   Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. An appropriated response is needed when a child has poor attendance or is regularly missing education. https://www.gov.uk/government/publications/children-missing-education

11.3   All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by an appropriate medical practitioner as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,

- have been permanently excluded.

11.4   The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. **Schools should contact the Admissions section: Tel: 0151 666 4600.** This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

12   Child Sexual Exploitation & Child Exploitation (CE):

12.1   Child Sexual Exploitation (CSE) - 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.

The department provide: Child sexual exploitation: guide for practitioners
A full list of indicators can be found here: https://www.wirralsafeguarding.co.uk/child-exploitation/

12.2   **Child Criminal Exploitation:** 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.

12.3   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.wirralsafeguarding.co.uk/child-criminal-exploitation-and-county-lines/

12.4   **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, 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/

13   Sexual harassment, violence, harmful sexual behaviours (child-on-child abuse and 'Upskirting')

13.1   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 2024).

We have systems in place for children to confidently report abuse, knowing their concerns will be taken seriously. We have a zero-tolerance approach to abuse, it should never be passed off as banter, having a laugh or part of growing up as this can lead to a culture of unacceptable behaviour. We have clear processes on how victims, perpetrators and any other children affected by child-on-child abuse will be supported.

13.2   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. Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline. DfE guidance references sexual harassment, it does 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. Whilst not intended to be an exhaustive list, sexual harassment can include:
• sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
• sexual "jokes" or taunting;
• physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

• online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

• non-consensual sharing of sexual images and videos;

• sexualised online bullying;

• unwanted sexual comments and messages, including, on social media;

• sexual exploitation; coercion and threats; and

• 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.

It is important that schools 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 go to: https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges (Sep 2021)

14   Online Safety & Remote Learning:

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 a school or college 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
> ➢ 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, 4G or the 5G 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.

14.1   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's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place.

Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with 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 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.119 The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like: UK Safer Internet Centre: 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.wirralsafeguarding.co.uk/online-safety-guidance-parents/

14.2 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.

Remote education good practice - GOV.UK (www.gov.uk)

Safeguarding and remote education during coronavirus (COVID-19) - GOV.UK (www.gov.uk)

Review your remote education provision - GOV.UK (www.gov.uk)

14A   Elective Home Education (EHE)

Many home-educated children have an overwhelmingly positive learning experience. We would expect the parent's decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

 We will inform our LA when a child is taken off our admission register if a parent/carer expresses an intention to remove a child from our school with a view to educating at home, we will work with other professionals to coordinate a meeting with the parents as soon as possible. This is especially important where a child has SEND, is vulnerable, and/or has a social worker.

DfE guidance on Elective Home Education sets out the roles and responsibilities of Local Authorities and their powers to engage with parents/carers in relation to EHE.

15   Pre-Appointment Checks:

15.1 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.

15.2 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

52

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 and/or carrying out teaching work
- complete a risk assessment for each volunteer 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 (2024)](#)

15   Single Central Record:

15.3   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 route) 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
- Information as to whether the staff member work in regulated activity
- a check of professional qualifications; and a check to establish the person's right to work in the United Kingdom.

15.4   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.

15.5   A record of staff leavers must be removed from the Single Central record.

15.6   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.

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

Wirral Safeguarding Children Partnership
Supporting Families Enhancing Futures

Actions to take when there are safeguarding concerns about a child

Safeguarding Concern about a Child

Consultation with safeguarding lead/ link social worker unless immediate action needed

Child suffering or at immediate risk of harm always dial 999

Concerns must be discussed with the Integrated Front Door—0151 6062008 or 0151 677 6557 (out of hours)

Strategy discussion/ meeting held if concerns of significant harm at any time

Triage at the IFD
Telephone referral followed up with completed Multi-agency Referral Form

Information sharing at MASH if further information required

Outcome determined, feedback to referrer

Level One
Signposting to universal services

Level Two
Signposting to additional support/ Community Matters

Level Three
Early Help assessment and intervention—Community and Family Matters

Level Four
Children's Social Care assessment required

If in doubt always consult

New Staff
eg, teacher;
support staff
in regulated
activity

Is the person
transferring from a
similar position without
a break in service of
more than three
months?

Yes → There is no legal requirement to obtain a new enhanced DBS certificate (with barred list check) but one may be obtained. A barred list check must be obtained

No → An enhanced DBS certificate (with barred list check) must be obtained

New volunteer
eg, parent or
author

Is the activity * carried
out for the purposes of
the school and does it
give the opportunity for
contact with children?

Yes → Supervised?

Supervised? Yes → This is not regulated activity. There is no legal requirement to obtain a DBS certificate but an enhanced DBS certificate may be obtained

Supervised? No → This is regulated activity. An enhanced DBS certificate with barred list check must be obtained

No → The person is not in regulated activity, but an enhanced DBS check may be obtained

Contractor's staff
eg, builder
or driver

Is the activity * carried
out under a contract
for the purposes of the
school and does it
give the opportunity
for contact with
children?

Yes → An enhanced DBS certificate (with barred list check) must be obtained

No → No DBS check is required and no legal entitlement exists to obtain a check

Trainee teachers (student teachers)

Trainee teachers sometimes undertake regulated activity; an enhanced DBS certificate and barred list check must be obtained

Supply teachers
and other
temporary staff
supplied by an
agency

The agency should determine whether an enhanced DBS check (with barred list check) is required based on whether the supply activity is regulated activity; the school should obtain written confirmation from the agency that it has carried out the appropriate checks

* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

Attendance Monitoring Procedures

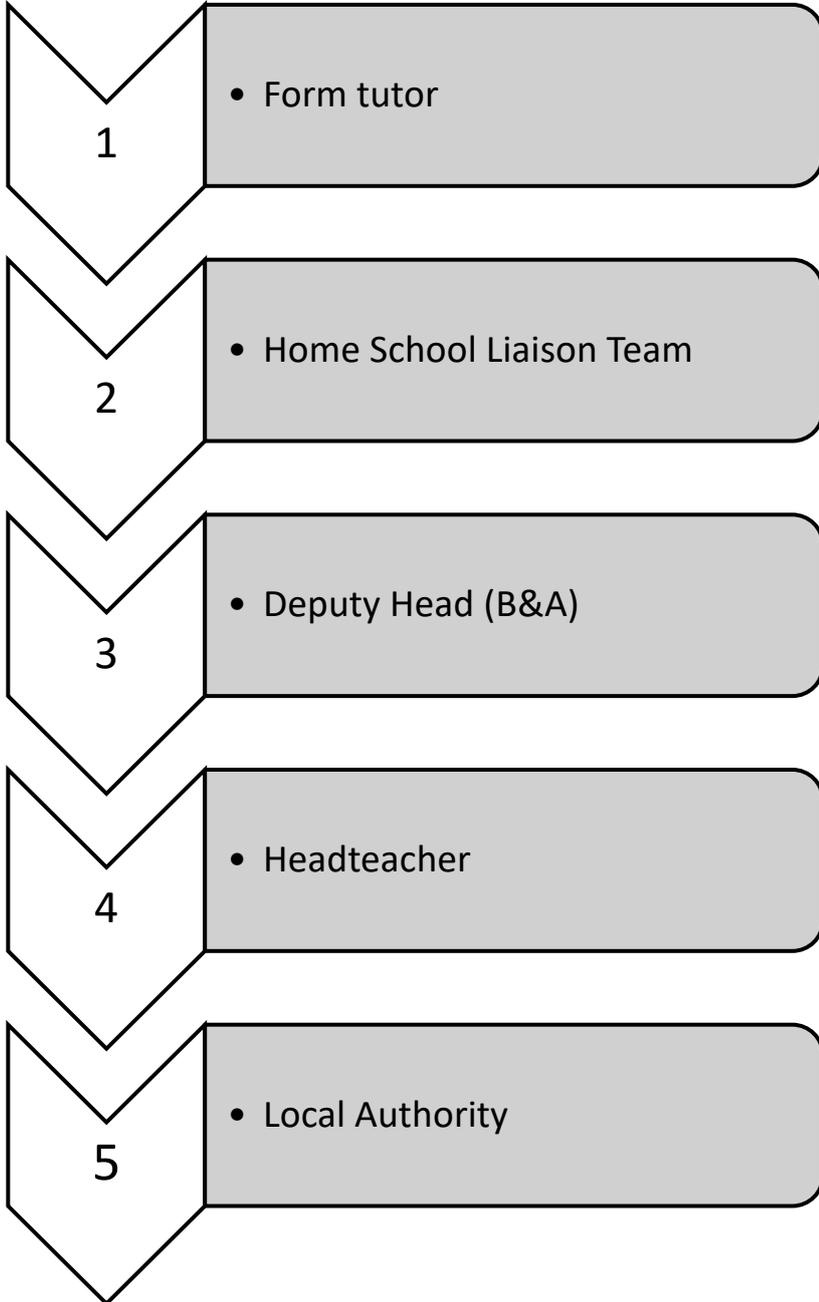**Pupil attendance can be summarised as percentage average across a half-term:**

95%	**Excellent** – Well done! This will help all aspects of their progress and life in school.
85% -94%	**Average -** Although the number of medical appointments can also be considered here.
Below 85%	**Poor** - unless there is a supported reason for this e.g. illness, medical appointments hospital stay

For the above the following arrangements are in place:

Pupil Attendance	Consequence	Responsibility
95% - 100%	Positives – Certificates, Going for Gold points, recognition, etc.	All
85% - 94%	Weekly phone calls home and monitoring, possible meeting	Home School Liaison Team (HSLT) Form tutor
75% - 84%	Letter sent home No improvement over two weeks = phone call to arrange meeting to monitor and put in place strategies	Deputy Head (B&A) HSLT Headteacher Clinical Services
Below 75%	Phone calls, meetings, and individual plans to improve the attendance. Possible LA intervention	Home School Liaison Team/ Deputy Head (B&A) and Headteacher Clinical Services LA

Note: All attendance data is analysed weekly by the Data Manager and shared with Deputy Head (B&A) then filtered to all staff who need to know based on the above grid. The consequences of attendance percentages per half term may vary based on the reasons for absence (medical, etc)

Attendance Reporting Structure

1 • Form tutor

2 • Home School Liaison Team

3 • Deputy Head (B&A)

4 • Headteacher

5 • Local Authority

Important attendance information for pupils in all Key stages

Dear name of parent/carer,

We have recently updated our Attendance Policy, which can be accessed via our school website. I am writing to you to ensure you are fully aware of the importance of punctual attendance as well as your requirements as a parent/carer and the serious consequences you may face if our policy is not followed.

At West Kirby School, we are committed to promoting and modelling good attendance and behaviour – which is essential for pupils to achieve their potential. Lack of attendance is directly correlated to a pupil's deteriorating success and development in their education.

Currently, in primary schools where the average absence per pupil is 15 days per year, only 65 percent achieve good grades in maths and English. Whilst 15 days per year seems a vast amount, what may surprise you is how quickly and easily unauthorised absences can add up. We know that as parents and carers you want the best for your child, and this is why it is imperative all pupils at West Kirby School adhere to our Attendance Policy.

As a parent or carer, you have a legal requirement to ensure your child attends school on a regular basis. Therefore, you hold the responsibility to promote good attendance and punctuality.

We do understand there are times when children will need to be absent from school for a number of reasons. As a result, we will only consider authorising absences in the following instances:

- For sickness or ill health
- For medical or dental appointments which fall during school hours
- For religious or cultural observances
- For a family emergency

We ask all parents and carers to follow our absence procedure in order to grant authorised absence in the above cases. You are required to contact the school as soon as possible on the first day of absence before 9.30am, followed by a note providing a signed explanation upon the first day of your child's return.

Any parent or carer who has not reported their child as absent by 9.30am will be contacted by the school by phone call or if no answer, via email. Failure to follow this procedure may result in the child receiving an unauthorised absence and could lead to us informing the local authority, should their attendance fall below 85 percent.

The DfE has made it clear that headteachers are not to authorise absence for any holidays during term time, except under exceptional circumstances.

We will not, therefore, grant authorisation for absence in the following instances:

- Day trips and holidays in term time

58

- Leaving school unnecessarily during the school day
- Not attending school for an unnecessary reason such as shopping or birthdays
- Truancy before or during the school day
- Absences which have not been properly explained or have failed to follow the absence procedure

I must also state the importance of punctuality with regards to the beginning of the school day. You will be aware that the school day starts at 9am and all pupils are expected to be on school premises at this time. Registers are marked by 9.10am and close at 10.00am.

Should your child arrive after the register closes, they will receive a mark to show that they are on-site, though this will be recorded as a late, however if they arrive after 10.00am when the register closed they will receive an unauthorised absence. Continuous lateness will, therefore, result in several unauthorised absences, despite your child being on-site for the rest of the school day. Teachers will also be receiving training and will be encouraged to identify and report any potentially at-risk pupils, should they notice any of the stated unauthorised absences as common occurrences, including lateness.

It is now possible for parents and carers to be issued penalty notices for unauthorised absences. Penalty notices begin with an initial fine of £60, rising to £120 if paid after 21 days but within 28 days. Following failure of these payments, the local attendance officer may decide to prosecute a parent. If so, parents can be fined up to £2,500 or imprisoned for failing to ensure that their child attends school regularly.

I urge you to read our Attendance Policy which can be accessed via our school website. Similarly, a hard copy of our Attendance Policy is available in our school office. If you have any questions or concerns, please don't hesitate to get in touch with Mr P Smith via 0151 6323201 or psmith@wkrs.co.uk.

Kind regards,

Mr P Smith

Deputy Head (Behaviour, Attitudes and Attendance)

Attendance Concern Letter

Name of pupil:	
Year group:	
Form teacher:	
Name of parent/carer:	
Contact telephone number:	
Address:	

School concerns
The school has become concerned with your child's attendance. From the start of this term, your child has achieved ……. percent attendance; of this, ……. percent has been unauthorised absences. This is an unacceptable level and in breach of our Attendance Policy. We understand that the remaining …………. percent is authorised absences due to ………… We are concerned about these figures and need your child's attendance to be above …… percent by the end of the academic year. If they do not reach this target, we may be required to take formal action.

School support
We appreciate that improving your child's attendance can be a challenge and we are here to help wherever possible. The school will support you with improving your child's attendance by doing the following: • Assisting with the transfer to school where required. • Delivering Interventions within the school at varying levels depending on individual cases • Reaching out to external services, if required e.g. counselling services where absence is due to anxiety or other issues. • Rewarding pupils once they reach over …… percent attendance.

Parental/Carers expectations

In return, we expect you to carry out the following:

- Ensure your child is ready for transport (taxi or independent) to be at school every day at 9.00am in time for the morning register. The register is taken by 9.10am and closes at 10/00am
- Encourage your child to stay in school every day.
- Talk to your child about the importance of attendance and the impact it can have if they do not go to school.
- Contact the school by 9.30am in the morning if your child will be absent due to illness or an emergency, e.g. family bereavement.
- Bring in a doctor's notes where required.
- Attend attendance review meetings when required.

Parental/Carer agreement

By signing this agreement, I understand what is expected of me and my child with regard to attendance. I understand the importance of, and will actively support the school with, ensuring my child's attendance increases to ……. percent by the end of the academic year. If my child's attendance does not improve, I am aware that formal action may need to be taken.

Name of parent/carer:	
Signed:	
Date:	

The Principal will decide the amount of time a pupil can be away from school, considering their attendance record.

Requests **will not** be granted in the following circumstances:

- Immediately before or during assessment periods
- When a pupil's attendance record shows any unauthorised absence for any reason
- Where a pupil's authorised absence record is already above 10 percent, for any reason

Lateness and truancy

Good attendance doesn't just involve being present in school – it also involves punctuality. You also have a responsibility to ensure that your child arrives to school on time and stays in school during the day.

All pupils are expected to be in their classrooms at 9:00am every day. If pupils are not in their classrooms by 9:10am, they receive a late mark, after 9.50am when the registers close – they will receive an unauthorised absence.

If the school believes a pupil is truanting, immediate action will be taken – this can escalate to penalty notices.

How can I help?

You can help in the following ways:

- Encourage good attendance by making sure your child goes to school regularly
- Take an interest in your child's school work

- Make sure your child understands that you do not approve of absence from school
- Support our school in our efforts to control inappropriate behaviour
- Inform us by 9.30am on the first day of your child's absence, and keep us updated throughout the absence period
- Provide us with more than one emergency contact for your child, to ensure that if we receive no response from one number, we can try the others that you have provided
- Cooperate with our school to make sure your child overcomes any attendance problems
- Discuss planned absences with the Principal and apply for permission well in advance
- Only take your child out of school during term time where the absence has been authorised

Don't underestimate the importance of 100 percent attendance. Even one day missed can have an effect on learning:

- **98** percent attendance means **four** school days missed
- **95** percent attendance means **10** school days missed
- **90** percent attendance means **19** school days missed
- **80** percent attendance means **38** school days missed
- **Five minutes** late each day means **three** school days missed

If you'd like further information regarding attendance at our school, please see our Attendance Policy – downloadable from the school's website.

School attendance: what parents/carers need to know

Why is good attendance important?

Good attendance and punctuality are vital for success at school, and to establish positive life habits that are necessary for future success.

Through regular attendance, pupils can:

- Build friendships and develop social groups.
- Develop life skills.
- Engage in essential learning and other school social events.
- Achieve to their full potential.
- Minimise the risk of engaging in anti-social behaviour and becoming victims or perpetrators of crime.

All parents/carers should promote good attendance and work in partnership with their child's school to provide a cohesive approach.

What does the law say?

All children of compulsory school age – between 5-16 – must receive a suitable full-time education. As a parent/carer, you are responsible for ensuring that this happens, either by registering your child at a school or by making appropriate alternative arrangements.

Once you have registered your child at a school, you are also legally responsible for ensuring that your child attends school regularly. If you fail to do this – even if your child misses school without you knowing – legal action can be taken against you by the LA. It is a legal offence to fail to ensure your child attends school regularly.

Legal action can involve a penalty notice or being taken to court.

Parents/carers also face the risk of imprisonment and parenting orders. Parenting orders involve attending a counselling and guidance programme, usually a parenting class.

A penalty notice of £60 may be issued as an alternative to prosecution, but this will rise to £120 if it is not paid within 21 days. Failure to pay a penalty notice will usually lead to **prosecution.**

Can my child ever be absent?

When a pupil is absent from school, this will be classified as either **'authorised'** or **'unauthorised'**.

The governing board and Principal decide which absences are granted as authorised. Authorised absences are only permitted for valid reasons such as:

- Illness.
- Medical or dental appointments.
- Religious observances.
- Family bereavement.

Wherever possible, parents should always try to arrange medical and dental appointments during school holidays or after school hours.

What are unauthorised absences?

Unauthorised absences are those which the school does not consider essential or reasonable.

Unauthorised absences can include:

- Forgetting school term dates.
- Oversleeping.
- Absences which have not been explained.
- Arriving at school after the register has closed.
- Leaving school for no reason during the day.
- Truancy before or during the school day.
- Keeping pupils off school unnecessarily or without explanation.
- Day trips or family outings.
- Problems with uniform/clothing.
- Birthdays and holidays.

Holidays during term time

The school **cannot** be expected to authorise an absence for a holiday during term time.

Taking holidays during term time means that pupils miss important school time – both educationally and for other school activities. It will be difficult for pupils to catch up on work when they return to school. Only in **exceptional circumstances** may a holiday be authorised during term time – this will be decided by the Principal.

Exceptional circumstances do not involve cheaper costs, family availability or weather conditions.

You can be fined if you take your child on holiday during term time without permission from the headteacher.

Requesting absences

The authorisation of planned absences is at the discretion of the Principal.

All absences, including for holidays, must be requested as far in advance as possible – the minimum notice period is 20 days. If you think your child needs to be taken out of school, you should discuss the reasons with the Principal as soon as possible.

If the Principal is satisfied with the evidence and the notice period, they will authorise the absence.

%	1	2	3	4	5	6	7	8	9	10	11	12	13	14
100														
90														
80														
70														
60														
50														
40														
30														
20														
10														

Good Attendance means...

Being in school at least 97% of the time or 184 to 190 days

Remember
Your education is important – don't miss out!

Did you know?
A two week holiday in term time means that the highest attendance a child can achieve is 94.7%

190 school days in each academic year	184 days of education	171 days of education	161 days of education	152 days of education	143 days of education
0 days absence	7 days absence	19 days absence	29 days absence	38 days absence	47 days absence
100% attendance	97% attendance	90% attendance	85% attendance	80% attendance	75% attendance

64

Child on Child Abuse Policy

Contents:

Feeling safe at school

At West Kirby School and College, we want to make sure that you feel looked after and safe when you are in and out of school.

Sometimes we don't know if something bad is happening, so you need to tell us.

This policy looks at child-on-child abuse, and what you can do when you feel you are being abused, or when you notice someone else being abused.

We can help you by:

- Teaching you what child-on-child abuse is.
- Teaching you what to do if you feel like you are being abused, or if someone else is being abused.
- Making sure you know who you can speak to if you are worried.

67

What is child-on-child abuse?

A **child** is someone who might be your friend, a pupil at school with you, or another young person you may know.

Abuse is something which usually physically or emotionally **hurts** another person by using behaviour that is meant to **scare**, **hurt** or **upset** the victim, or decrease their self-worth.

Child-on-child abuse can happen inside and outside of school – It can happen online, or in-person and it is important to let someone know if you think that you or someone else is being affected by child-on-child abuse.

It is not always easy to identify abuse when it is coming from someone you know such as a friend, or a classmate; but it is **important** to look out for the signs of child-on-child abuse and **report it** so that we can make sure it stops.

Bullying

Bullying is a type of abuse that takes place when someone tries to hurt another person on purpose. People can be bullied in many different ways:

Emotional bullying is a form of bullying which attempts to make the victim feel bad about themselves, such as how they look, what they wear and what they do. This type of bullying is often manipulative; people sometimes use emotional bullying to take advantage of you to get their own way by making threats or making you feel like you have to do something for them.

Physical bullying can include hitting, kicking, shaking, biting, hair pulling or purposely hurting someone. Physical bullying is easier to spot than other forms of bullying and is often a consequence of not dealing with non-violent bullying in the first instance.

Verbal bullying can include insulting someone because of how they look or because of their personality, and can often go beyond that. People can also use verbal bullying to be **racist, sexist** or **homophobic**. Verbal bullying usually exercises some form of prejudice which attacks the victim based on their personal attributes, such as their appearance, voice, clothes, disability and so on.

Racist bullying means bullying someone because of their race, skin colour, the country they are from or their religion. Racist bullying is a hate crime in the UK along with threatening behaviour, online abuse, damaging property and abusing someone physically or verbally because of their race or ethnicity.

Homophobic, biphobic and transphobic bullying involves bullying someone because of their gender or sexuality; calling someone gay or lesbian as an insult or using these words in a derogatory manner would be classed as homophobic bullying. As with racist bullying, homophobic, biphobic and transphobic bullying are illegal hate crimes in the UK. This type of bullying takes place when someone is targeted and abused by another because the

victim identifies themselves as lesbian, gay, bisexual, transgender, queer or another protected identity (LGBTQ+). People who do not identify as LGBTQ+, but are perceived to be LGBTQ+, can also be subjected to this kind of bullying.

Sexist bullying is bullying someone because of their gender. Sexism primarily impacts women and girls – abusing someone because they are female is associated with **misogyny** (hatred of women). Sexist behaviour can include **gender stereotyping**, believing one sex is superior to or **more valuable** than another, and **sexually objectifying** an individual's body.

Cyberbullying includes any kind of bullying which takes place online; cyberbullies send insulting messages over the internet and sometimes share sensitive or explicit information and images online. Cyberbullies often hide their identity and remain anonymous so that they can continue to abuse the victim without any consequences, meaning it could be someone you consider to be a friend. If you are being cyberbullied, the best option is to **block the person and report the bullying**.

Bullying is not always done by one person and can often involve a group of people 'ganging up' on someone – if you ever see someone being bullied, **never** join in and **always report it**.

The school **does not tolerate** any form of bullying and **all** reports of this form of abuse will be taken **extremely seriously**.

3 Sexting

Sexting is sending **sexually explicit pictures, videos or messages** via social media, text, gaming platforms and streaming sites – they can sometimes be called 'nudes', 'nude pics', or 'd*** pics', but can also be sexually explicit messages.

Pressuring someone into sending these pictures, videos and messages is **abuse**.

It is important to know that sharing nude images or videos of or with people under the age of 18 is **illegal** even if **consent** is given.

Consent means that someone has given another person permission to do something; if consent has not been given for someone to share nude images or videos to another person, it is both **abusive and illegal.**

Sharing sexually explicit images and videos to someone you have a close relationship with is never a good idea, not only because it is illegal, but because that person may use this against you in the future in the event of an argument or fall-out – this is known as 'revenge porn' and can have serious consequences.

Incidents of sexting can be divided in to two categories:

Aggravated incidents are taken extremely seriously by the school. They occur when there is an abusive element involved in sending and possessing sexually explicit images, for example where:

69

- **An adult is involved** – Anyone over the age of 18 sending and receiving sexually explicit images and videos or attempting to develop a relationship via online platforms with someone under the age of 18 will be committing a criminal sex offence.
- **There has been an intent to harm** – The sharing of sexually explicit images and videos becomes abusive if they are shared around due to conflict, such as a fall-out or breakup, or if an element of blackmailing and making threats has been involved.
- **Reckless misuse** – If there has been no intent to harm another, but the images have been taken, sent or shared without consent, this will be seen as abusive behaviour as the victim may have been harmed as a result of reckless or thoughtless behaviour.

Experimental incidents, while still illegal, are not seen as abusive as there is no intent to harm anyone and consent has been given by all parties. These incidents will still be taken seriously by the school. An example of experimental sexting is where it has taken place between two young people who are in a close relationship, and the images are not intended to be distributed beyond them.

Even if you are not the person who is sending them, it is **illegal** to have these kinds of pictures or videos of a person if they are under 18 years old.

Sexual harassment

Sexual harassment is a form of abuse which involves **unwanted sexual behaviour** of one person to another which makes the victim feel uncomfortable, intimidated, degraded, objectified or violated.

This can happen **online** and **face-to-face** (both physically and verbally) and is never acceptable at any age.

It could be:

- Someone making **sexual comments**, like using inappropriate sexual language towards someone, saying sexual things about someone's appearance or clothes, or requesting sexual favours.
- Calling someone **sexual names**.
- **Sexual jokes** or teasing.
- Being physical, like **touching** which makes someone feel uncomfortable, messing with their clothes, or **showing pictures** or **drawings** which are of a sexual nature.
- Being sexual online, like **sharing sexual pictures** and **videos,** or posting sexual comments on social media.
- **Sexual threats** or pushing someone to do something sexually that they don't want to or aren't ready for.

If you ever feel like you have been or are the victim of sexual harassment, make sure that you tell a responsible adult, and they will listen to what happened and support you with any worries that you have.

Here at West Kirby School and College, we have a *'no-touch* **policy'**, which means all pupils and staff have the right not to be touched, this includes not holding hands, not putting arms around each other, even if in a relationship. It also includes other types of touching e.g. not kissing, not touching any physical private parts. This aims to keep us all safe and to allow us to learn and understand what is appropriate in a school setting as well as supporting our RSE/PSHE curriculum.

Relationships

Any relationship you have should be **positive** and make you feel **safe, happy and comfortable**.

A negative relationship might make someone feel **scared**, **confused**, **worried** and even **unsafe**.

It is important that you know the **difference** between a positive relationship and a negative relationship.

Positive relationships

- You are **comfortable** around that person.
- You can be **honest** with that person.
- You can say how you **fee**l, what you are **thinking** and you **listen** to each other.
- You **support** each other and treat each other **well**.
- You feel **safe**.
- You **trust** that person.
- You do **helpful things for each other**.
- You are **never pressured** to do anything that makes you feel uncomfortable.
- You feel **looked after**.

Negative relationships

- The person might **push** you, **hit** you or **break** your things.
- The person might **tell you what to do**, what to wear or who you can see.
- You might feel **scared** – they might say they will hurt you if you don't do something.
- They might **make threats** or do harmful things if you do something they did not want you to do.
- The person **calls you names**, makes you feel bad in front of other people and makes you **feel bad about yourself**.
- The person gets **angry easily** and you don't know what will make them angry – it might make you feel **nervous**.
- The person might **pressure** you to do things **you don't want to do** or are not ready for, like having sex or using drugs and alcohol.
- The person **might not take no for answer** when you say you don't want to do something.

How do I know if someone is being abused?

It might be hard for you to know if you are being abused and you **might not understand** it is happening. It is important you can **recognise** when behaviour isn't appropriate.

It's also important that you can notice when **someone else** might be being abused.

Some signs might be:

- Not going to school.
- Having injuries, like bruises.
- Feeling sad and down.
- Feeling like they can't cope.
- Feeling withdrawn or shy.
- Getting headaches or stomach-aches.
- Feeling nervous.
- Not being able to sleep, sleeping too much or getting nightmares.
- Feeling panicked.
- Changing looks to look much older.
- Being abusive to someone else.

Some signs from Pupil Voice:

Other emotional signs of abuse may include:

- Agitation, anxiety, or constant apprehension.
- Changes in sleep habits (sleeping too much or not enough)
- Developing a drug or alcohol problem.
- Extremely apologetic or meek.
- Loss of interest in daily activities.
- Low self-esteem.
- Seeming fearful.
- Symptoms of depression.

Remember: you can feel all of these things too. Listen to how you feel, pay attention to what you have read here, and know that these signs can mean you are being abused.

What do I do if someone else is being abused?

If you think that someone is being abused, it is important that you **help** that person.

You should **never walk away** and ignore the problem if you see someone else being abused, because the person might keep upsetting them.

72

If you can, and it is **safe** to do so, tell the person abusing them to **stop**, but never get angry or hit them.

Tell a responsible adult, such as a teacher, as soon as you've seen someone being abused.

A responsible adult can **stop the abuse** and give their support to the person who is being abused.

You should **never feel scared** to tell someone about abuse.

Sometimes, you might not **see someone being abused**, but you might be **worried** about them. You might think they are being abused by **someone you don't know**, or someone they have told you about. It's really important that you **tell someone** even if you are worried, but haven't **seen** any abuse.

What do I do if I am being abused?

The first thing you should do is **tell someone you trust**. This could be a family member, a friend or a teacher.

You can ask the person abusing you to leave you alone; however, it is important to remain safe in such situations and assess whether it would be better to ignore the person and **report it** so that someone can help you.

You should **never**:

- Ignore the abuse without reporting it.
- Respond to abuse with violence.
- Continue to allow people to abuse you.
- Allow the abuse to change who you are.

Always remember that if you are being abused, it is **not your fault,** and you are **never alone**.

Who can I talk to?

It is important you **tell someone** as soon as you think that you are being abused, or you think that someone else is being abused.

Speaking to someone like your parent, carer or teacher will mean that we can make sure the **abuse stops** and doesn't happen again.

The list below shows the **people** at our **school** that you can speak to:

Mrs S Wilkinson   (DSL)

Mrs L Powner   (DDSL)

Mrs J Quayle   (DDSL)

Mr R Hicks   (Headteacher

Miss S Thomas   (CEO)

10 How can I help stop abuse from happening?

We can all help stop abuse at our school by:

- Making sure we **understand** how we should **treat** others.
- **Helping** others when they are in need.
- Being **kind**, **friendly** and **respectful** to others.
- Thinking about people's **feelings** before we say or do something.
- Looking back at this booklet and paying attention to school activities such as assemblies, which talk about peer-on-peer abuse.
- **Talking to someone** when we are worried.

You should know that abuse is never OK and it is serious. It is not funny, or part of growing up. The school will not tolerate abuse and if you abuse someone, you will be disciplined accordingly.