

Mersey Park Primary School



Child Protection - Safeguarding Policy and Procedure

This policy was adopted by the Governing Body in September 2025

This policy is due for review in September 2026.

Key Contacts

Role:	Name/ Details:	Contact:
Designated Safeguarding Lead	Rebecca Tootell	0151 647 8197
Deputy Designated Safeguarding Leads	Margaret Thomas Lorraine White Rebecca Eccles Carol Hardy Jane Boylan	0151 647 8197
Nominated governor for Safeguarding/Child Protection	Yvonne Nolan	0151 647 8197
Chair of Governors	Jan Lambeth	0151 647 8197
Local Authority Designated Officer (LADO)	Kevin Dykes	safeguardingunit@wirral.gov.uk kerrywilliams@wirral.gov.uk
Head of Service Quality and Safeguarding Children	Lynn Campbell	0151 666 4442
Delegated Safeguarding Partner for Education	Nicola Griffiths	nicolagriffiths2@wirral.gov.uk
Prevent Single Point of Contact	Andrea Bignall	andrea.mears@merseyside.police.uk
Prevent Team Merseyside Police	Prevent Team	0151 777 8508
Director of Children's Services	Elizabeth Hartley	0151 606 2000
Integrated Front Door	Mon-Fri, 9:00am – 5.00pm Outside of these hours	0151 606 2008 ifd@wirral.gov.uk 0151 677 6557
Police	In an emergency For non-emergency but possible crime	999 101

School Record of Safeguarding Training

Type of Training:	Date completed:	Next due date:
Whole School Safeguarding Training (Due every three years)	1.9.25	September 2028
Senior Designated Safeguarding Lead (DSL) (Due every 2 years)	Rebecca Tootell 6.11.24	November 2026
Deputy Senior Designated Safeguarding Leads (Due every 2 years)	Margaret Thomas 16.9.25 Lorraine White 16.9.25 Rebecca Eccles 6.11.24 Carol Hardy 6.11.24 Jane Boylan 29.9.25	September 2027 September 2027 November 2026 November 2026 September 2027
Whole School Staff Refresher/updates (Annual)	Safeguarding training throughout the year Keeping Children Safe in Education - September 2025	September 2026
Safer Recruitment Training Name & Date of training (Due every 5 years)	Margaret Thomas 9.10.24 Lorraine White 9.10.24 Joanne Mawdsley 16.2.22 Nardia Alldis 19.3.24 Rebecca Tootell 2.10.25	October 2029 October 2029 February 2027 March 2029 October 2030
Managing Allegations training (Due every 3 years)	Margaret Thomas 13.11.24	November 2027
Governor Training	Safeguarding Training for Governance - The Key September 2025	September 2026
DSL Prevent Training Update (Annual) Disseminated to all staff	Rebecca Tootell 14.7.25 WCSP Spotlight Training September 2025	July 2026 September 2026
DSL Operation Encompass Training	Rebecca Tootell 23.6.25	June 2026
Prevent Training for all staff	Radicalisation training - The Key September 2025	September 2026

At Mersey Park Primary School records of training are held by Rebecca Tootell, Deputy Head.

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Child Protection - Safeguarding Policy

1 INTRODUCTION

- 1.1 It is essential that **everybody** working in a school or college understands their safeguarding responsibilities. Everyone who comes into contact with children and families has a role to play ensuring children and young people are safe from abuse, neglect, exploitation and harm. Our school is committed to safeguarding children and aims to create a culture of vigilance. All staff should make sure that any decisions made are **in the best interests of the child**.

- 1.2 Our pupils' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or where significant harm is suggested.

[\(https://www.wirralsafeguarding.co.uk/procedures/1-2-recognition-significant-harm/\)](https://www.wirralsafeguarding.co.uk/procedures/1-2-recognition-significant-harm/)

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

- 1.3 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 Child Protection - Safeguarding Policies and Procedures:

[\(https://www.wirralsafeguarding.co.uk/procedures/\)](https://www.wirralsafeguarding.co.uk/procedures/) plus the Child Protection - 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.

<https://www.wirralsafeguarding.co.uk/model-child-protection-safeguarding-policy/>

2 OUR ETHOS

- 2.1 We believe that our 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 and temporary staff, supply staff, volunteers, parents/carers and governors, have a full and active part to play in protecting our pupils from harm.

- 2.4 We will work pro-actively with parents/carers to build an 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 SEN 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, governors, volunteers, contractors and external service or activity providers.

- 3.3 This policy applies to all learners 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 make the necessary arrangements for ensuring 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 and independent schools, including free schools and academies.
- 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.
- 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 Safeguard and Promote the Welfare of Children, December 2023:

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2025

[Keeping children safe in education - GOV.UK](#)

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

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

5 ROLES AND RESPONSIBILITIES

- 5.1 Our **governing body** recognises the need to ensure that it complies with its duties under legislation, and this policy has regard to statutory guidance; [Keeping Children Safe in Education](#) (2024), Working Together to Safeguard Children (2023), Key statutory and non-statutory guidance and any locally agreed inter-agency procedures.
- 5.2 The school's **Designated Safeguarding Lead (DSL)** with overall designated responsibility for safeguarding is Rebecca Tootell. We have **deputy designated safeguarding leads**, Margaret Thomas, Carol Hardy, Lorraine White, Rebecca Eccles and Jane Boylan to ensure there is always appropriate cover for this role. The responsibilities of all the Designated Safeguarding Lead are described in detail Appendix A.

The Designated Safeguarding Lead will be on our school's leadership team and their role of Designated Safeguarding Lead (and the deputies) 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.

- 5.3 The school has a **nominated governor**, Yvonne Nolan, 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** is the head teacher. The case manager for dealing with allegations against the head teacher is the chair of governors, Jan Lambeth. The procedure for managing allegations is detailed in the Appendix Document.
- 5.5 The **head teacher** 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. All staff and other adults are clear about procedures where they are concerned about the safety of a child, including if children go [missing from education](#), children who are 'absent' from education, or those with unexplainable and or/persistent absences, particularly on repeat occasions or for prolonged periods.
- 5.6 The **governing body** is collectively 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, governors, 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. ([7-minute-briefing-Child-on-child.pdf](#))
- 5.8 Staff must challenge any form of **derogatory and sexualised language or behaviour**. Staff should be vigilant to sexualised/aggressive touching/grabbing. DfE guidance situates **sexual violence, sexual harassment and harmful sexual behaviour** in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. Advice about tackling and reporting sexual harassment in schools can be found in <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> Assessment support can be found via Shorespace - <https://shorespace.org.uk/>

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, questioning their gender+ (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND. We recognise that these children can be targeted by other children, so it is vital that school provides a safe space for these children to speak out and share their concerns with members of staff. Pupils are protected from 'upskirting', bullying (including cyber bullying), homophobic, biphobic and transphobic behaviour, racism, sexism, and all other forms of discrimination. [More guidance in KCSIE2025](#)

Staff have familiarity with the [Equality Act 2010 and the Public Sector Equality Duty](#) (PSED).

Our school acknowledges the need to treat everyone equally, with fairness, dignity and respect. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the above incidents.

- 5.9 **Online Risk and Harms:** Our school is committed to responding to evolving digital risks, supporting the changes to the [online safety act](#) (2023), which protects children and adults online and puts a range of new duties on social media companies and search services, giving them legal duties to protect their users from illegal content and content harmful to children. More information on the changes can be accessed [here](#).

We also acknowledge that generative artificial intelligence (AI) presents exciting opportunities to improve lives and will continue to explore this technology safely to encourage innovation and maximise the benefits for education. The full guidance can be accessed here: [Generative AI guidance](#)

The school will look to identify how to meet the digital and technology standards, using self-assessments that can be accessed [here](#).

- 5.10 The appropriate safeguarding lead person should be familiar with the full guidance from the UK Council for Internet Safety (UKCIS), **Sharing nudes and semi-nudes: advice for education settings working with children and young people**. (updated March 2024)
<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

5.11 **Adult involvement in youth-produced sexual imagery**

The school's full response to youth-produced sexual imagery (YPSI) is outlined in school's Digital Safety Policy.

5.12 **Sexually motivated incidents**

The school will remain aware that not all instances of YPSI will be between children and young people, and in some cases may involve adults posing as a child for the purpose of obtaining nude and semi-nude images from persons under 18.

Staff will be aware of the signs that an adult is involved in the sharing the nude or semi-nude images. These include:

- Being contacted by an online account they do not know but appears to be from somebody under the age of 18.
- Quickly being engaged in sexually explicit communications.
- The offender sharing unsolicited sexual images.
- The conversation being moved from a public to a private and/or encrypted platform.
- Being coerced or pressured into doing sexual things, including producing sexual imagery.
- Being offered money or gifts.
- Being threatened or blackmailed into sharing nude or semi-nude images, and/or further sexual activity.

5.13 **Financially motivated incidents**

Financially motivated incidents of YPSI involving adults may also be called "sextortion", where the offender threatens to release nudes or semi-nudes of a child or young person unless they do something to prevent it, e.g. paying money. In these cases, offenders often pose as children and:

- Groom or coerce the victim into sending nudes or semi-nudes in order to blackmail them.

- Use images that have been stolen from the child or young person, e.g. via hacking.
- Use digitally manipulated and/or *AI-generated images of the child or young person.
*(Computer systems and software that are able to perform tasks that ordinarily require human intelligence, such as decision-making and the creation of images).

Staff will be aware of the signs of sextortion, which include:

- Being contacted by an online account they do not know but appears to be from somebody under the age of 18.
- Quickly being engaged in sexually explicit communications.
- The offender sharing sexual images first.
- The conversation being moved from a public to a private and/or encrypted platform.
- Told their online accounts have been hacked in order to obtain images, personal information, and contacts.
- Being blackmailed into sending money or sharing bank account details.
- Being shown stolen or digitally manipulated/generated images of the victim.

- 5.14 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:

[Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/614441/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges.pdf)

The guidance covers: what sexual violence and harassment is, schools' 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.

- 5.15 Children may not feel ready to, or know how to tell someone they are being abused, exploited or neglected, but this shouldn't stop staff from having a '[professional curiosity](https://www.wirralsafeguarding.co.uk/professional-curiosity/)' and speaking to the DSL.

<https://www.wirralsafeguarding.co.uk/professional-curiosity/>

Incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with school's child protection and safeguarding policies. Where there is a safeguarding concern, governing bodies, proprietors and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.

A bespoke helpline for children and young people who have 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.

- 5.16 There is a **Digital Safety** policy regarding the use of mobile phones, cameras and other digital recording devices e.g. i-Pads. Within this policy, there is online safety support about children accessing the internet whilst they are at school using data on their phones (3G or 4G networks). At Mersey Park all pupils are required to store their phones in the class safe on arrival and are asked not to turn their phone on until they have left the school premises. The policy reinforces the importance of online safety, including making parents aware of what school asks children to do online (e.g. sites they need to visit or who they'll be interacting with online).

Digital literacy and safety is one of the most paramount issues of our time. For teachers and pupils, learning how to use the online space sensibly and in a protected manner is vital. Project EVOLVE by SWGfL presents a plethora of tools to help your staff and pupils, develop a well-

rounded educational schemata for inclusion into lessons. <https://swgfl.org.uk/magazine/what-is-projectevolve-edu/>

The Governing board and proprietors does all that it reasonably can to limit children's exposure to the risks from the school's IT system and ensure the school has appropriate filters and monitoring systems in place and regularly reviews their effectiveness. The school's filtering system is run by MGL and the monitoring system is Smoothwall.

The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

- 5.17 The policy for **remote learning** demonstrates an understanding of how to follow safeguarding procedures when planning remote education strategies and teaching remotely. The school maintains the capability to provide remote education when it is not possible for some or all of their pupils to attend in person. (All IT policies are located electronically in policy folders, in the office and staff drives.)

<https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools>

- 5.18 **Filtering and monitoring** standards are adhered to and the DSL has robust oversight of the arrangements to meet those standards.

<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>

- 5.19 **Artificial Intelligence** has the power to transform education by helping teachers focus on what they do best: teaching. This marks a shift in how technology is used to enhance lives and tap into the vast potential of AI in classrooms. We look to consider the risks and challenges alongside the opportunities and benefits and continue to work to ensure the safety and reliability of technology, including AI tools, to support teachers and learners. The guidance below supports the assessment of risk:

<https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education>

Resources for schools and education settings -

<https://www.gov.uk/government/collections/using-ai-in-education-settings-support-materials>

6 SUPPORTING CHILDREN

- 6.1 We recognise that children who are abused or witness violence (**Domestic Abuse**) are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. We also recognise children who witness domestic abuse are victims, that witnessing domestic abuse can have a lasting impact on children, and that children can be victims in their own relationships too.

<https://www.gov.uk/guidance/domestic-abuse-how-to-get-help>

They may feel helpless, humiliated and some sense of blame. Our school may be the only stable, secure and predictable element in their lives. [What is domestic abuse information](#)

- 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, RHSE, the anti-bullying work of the school 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. All pupils are actively involved in the my Happy mind project, Philosophy for Children and Growth Mindset activities;

- 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';
- continuing to engage in **Operation Encompass**, the national police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Violence and Abuse, and which is in place in every police force in England and Wales. Children are recognised as victims of domestic abuse in their own right in the 2021 Domestic Abuse Act.
- 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. (Our anti-bullying policy can be found on the school's website and in the policy folder in the staff area on the curriculum network);
- enabling all pupils to engage with our **anti-bullying** curriculum, which identifies the types of bullying, the support that will be given to the victims, perpetrators and witnesses of bullying and what they should do if they find themselves in a bullying situation;
- ensuring a comprehensive curriculum response to **online safety**, enabling children and parents/carers to learn about the risks of new technologies and social media and to use these responsibly and Relationship, Health and Sex Education (RHSE) requirements;
- liaising and working together with other **support services** and those agencies involved in safeguarding children, including services who provide support following domestic abuse; <https://www.gov.uk/government/consultations/domestic-abuse-act-statutory-guidance>
- 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. It 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 sexual harassment, child-on-child abuse, 'sexting' and the displaying of 'harmful sexualised behaviour'. <https://www.csacentre.org.uk/resources/key-messages/harmful-sexual-behaviour/>
Children in Year 5 and 6 will be informed about the implications of sexting and sending images, through the use of Ariel Trust resources.
Wirral's Harmful Sexual Behaviour identification toolkit can be found here: <https://www.wirralsafeguarding.co.uk/harmful-sexual-behaviour/>
- ensuring that clear procedures are in place for addressing and minimising the risk of **child-on-child abuse**, including harmful sexual behaviours, sexual violence and sexual harassment - these procedures are easily understood and easily accessible. Children who have experienced sexual violence can display a wide range of responses, so the school will remain alert to the possible challenges of detecting those signs and show sensitivity to their needs;

Child-on-child abuse (including sexual violence and sexual harassment)

- For the purposes of this policy, 'child-on-child abuse' is defined as abuse between children.
- The school has a zero-tolerance approach to abuse, including child-on-child abuse,
- All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online risk and harm. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring.
- All staff will speak to the DSL if they have any concerns about child-on-child abuse.
- All staff will understand the importance to challenge inappropriate behaviour between peers, and will not tolerate abuse as "banter" or "part of growing up".

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
 - Abuse in intimate personal relationships between peers – sometimes known as ‘teenage relationship abuse’.
 - Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
 - Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
 - Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
 - Causing someone to engage in sexual activity without consent.
 - The consensual and non-consensual sharing of nude and semi-nude images and/or videos. / Upskirting.
 - Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.
 - The DSL will ensure they appropriately assess all instances of child-on-child abuse, including in cases of image-based abuse, to help determine whether the alleged perpetrator(s) is under the age of 18 or is an adult posing as a child. The DSL will immediately refer the case if it is found that a so-called child-on-child abuse incident involves an adult, e.g. where an adult poses as a child online to groom a child or young person.
 - All staff will be clear as to the school’s policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.
 - 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. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.
 - School will ensure that victims, perpetrators and any other pupils affected by child-on-child abuse will be supported through our pastoral care offer.
 - The school’s procedures for managing allegations of child-on-child abuse are also referenced in the school’s Anti-bullying Policy.
 - Addressing child on child abuse - [Resources for schools and colleges](#)
 - Responding to Child Sexual abuse – <https://www.csacentre.org.uk/child-sexual-abuse-response-pathway/>
- considering **intra familial harms** and any necessary support for siblings following a report of sexual violence and/or harassment ([KCSIE 2025](#)).
- having a **behaviour policy** that is aimed at supporting vulnerable pupils in the school. 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. (The behaviour policy is located on the school’s website and in the staff drive).
- outlining measures in the Behaviour Policy to prevent **bullying**, including cyber-bullying, prejudice-based and discriminatory bullying;
- playing a crucial role in preventative education and preparing pupils for life in modern Britain. There is a culture of zero tolerance to **sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment**. This will be underpinned by the school's behaviour policy, pastoral support system and a planned programme of RSHE delivered regularly, tackling issues such as: boundaries; consent; body confidence; stereotyping; and sexual harassment;
- acknowledging the importance of **Harm from outside the Home (HOTH)**, which considers wider environmental factors in a pupil’s life that may be a threat to their safety and/or welfare;
<https://contextualsafeguarding.org.uk/>
[Working Together to Safeguard Children December 2023](#)
[Keeping Children Safe in Education 2025](#)

- ensuring that pupils within families who are facing adversity (**Domestic abuse, parental mental health issues, parental substance misuse**) are provided with or referred for support to meet their welfare needs, such as Young Carers;
- **Early Help:** liaising with a range of [Early Help](https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing) 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.
<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>
- 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;
- ensuring that after 20 days of **absence** if a child has moved and the new school is unknown the school will post details on the 'Pupil to Pupil' register;
- **Private Fostering:** alerting 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;
- 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;
- following the guidance set out in the school's **Positive Handling Policy** should a distressed child need to be guided to a different location or restrained, for the safety of the pupil or the other pupils or staff in school;
- applying disciplinary measures, such as **restraint**, in response to incidents involving children with special educational needs and disabilities (SEND), 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, school will work to reduce the occurrence of risky behaviour and the need to use restraint. Guidance is available here:
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- adhering to the guidance as outlined in the school's **Intimate Care Policy**, should the need arise to support a pupil in this way.

6.4 **Monitoring Attendance**

- A child missing from an education setting is a potential indicator of abuse or neglect, including exploitation. Local Authority guidance and procedures will be followed for dealing with a child who is missing from education, or with unexplainable and or/persistent absences, particularly on repeated occasions or if a child suddenly stops attending. The school will follow the Missing Child Policy. For those children and families who have chronic poor attendance or persistent absenteeism, school will consider whether educational neglect is present and whether a referral to children's services is required, or whether the school should seek consent to begin an Early Help Assessment in order to coordinate a multi-agency plan of support for the child and family.
- Attendance will be closely monitored. In line with the school's attendance policy, contact will be made for any unexplained absences on the first morning of any absence. Follow up calls will then be made throughout the period of absence. In addition, the attendance of children with

known welfare and attendance concerns will be monitored closely, particularly those with chronic poor attendance or persistent absentees, or if a child suddenly stops attending. Schools should also scrutinise the attendance of off-site provision to ensure children are attending and are safe. Similarly, the attendance of children who are vulnerable or with known welfare and safeguarding concerns such as children who have a child protection plan, a child in need, are Children Looked After and/or SEN will be rigorously monitored on a daily and weekly basis. The child's social worker will be informed immediately when there are unexplained absences or attendance concerns.

- It is important that the school's attendance team, including the Local Attendance Officer are aware of any safeguarding concerns. It is critical that when a child is not attending school their welfare is confirmed and expected practice would be for an appropriate professional to visit the home and speak to the child alone, particularly if there are any safeguarding concerns. The timing for this home visit will be determined on a case-by-case basis. The school will seek to ensure it has at least two emergency contacts for each family and consider what urgent action it may need to take when a vulnerable child and family are not contactable and the child has not attended school. Where necessary, this may include reporting the child missing to the police. The school will ensure it is aware, in advance, of any difficulties in accessing the premises of a child's family home.
- 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, Female Genital Mutilation and forced marriage.
- Children Missing Education (CME) are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. All staff should be aware that children missing education, or those with unexplainable and or/persistent absences, are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Children going missing, including unexplainable and or/persistent absences, can also be an indicator of mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Maintained schools have a safeguarding duty in respect of their pupils, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their pupils. When a child is deemed to be missing from education, or has unexplainable and or/persistent absences, school will make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register. Once these enquiries have been undertaken, our school will follow the local protocol for Children Missing Education and make a CME referral to the Local Authority Officer for CME.
- Some parents will decide to remove their child from the school role in order to educate them at home. For the majority of children, this choice will be with the child's best education at the heart of their decision and it will be a positive learning experience. However, this is not the case for all, and home education can mean that some children become less visible to services who are there to keep them safe and supported in line with their individual needs. Where a parent or carer has expressed their intention to remove their child from the school roll with a view to educating at home, the school will work together with other key professionals and will, where possible, attempt to facilitate a meeting with the family to ensure that all parties have considered what is in the best interests of the child. This is particularly important for those children who have SEND, are vulnerable, and/or who have a social worker. The school will also link with the named officer for Elective Home Education within the Local Authority. Staff are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.

6.5 Alternative provision

- Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, (further information provided in [KCSIE 2025](#)) and should always know where a child is based during school hours. This includes having records of the address of any alternative providers and any subcontracted provision or satellite sites the child may attend.
- Schools should obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff
- School should regularly review any alternative provision placements to make sure the placement continues to be safe and meets the child's needs. If safeguarding concerns occur, the placement should be immediately reviewed and ended if necessary (further compliance can be found in paragraphs 169 and 170 of KCSIE 2025).

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 Education community in cases of suspected abuse. This is detailed in the Appendix Document, page 25.
- 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/afd@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 National Police Chiefs' Council (NPCC) - [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

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

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', reassure 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 alert for the pupils on CPOMS.

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>

THE ROLE OF AN APPROPRIATE ADULT IN SAFEGUARDING:

- 8.2 The Police and Criminal Evidence (PACE) act advises that “The role of the appropriate adult (AA) is to safeguard the rights, entitlements and welfare of juveniles and vulnerable persons”, with there being further elaboration that the AA is expected to observe that the police are acting properly and fairly in relation to a vulnerable detained persons rights and entitlements, as well as helping the detained person understand their rights. This role is relevant where the police have detained a child or vulnerable person under PACE.

The role of an AA is not restricted to specific individuals, in relation to children and young people under the age of 18, PACE guidance sets out that the AA can be: the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.

<https://safeguarding.network/content/safeguarding-and-the-role-of-the-appropriate-adult/>

RECORD KEEPING

- 8.3 All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled by the school or college. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:
- a clear and comprehensive summary of the concern
 - details of how the concern was followed up and resolved, and
 - a note of any action taken, decisions reached and the outcome.

Systemic Practice model ([Introduction to Systemic Practice](#)) is to be used to capture the child's voice and their daily lived experience.

- 8.4 All records are securely stored and a chronology of records is maintained for each pupil/family. School uses CPOMS to record all concerns. Any paperwork coming into school is also scanned and attached to CPOMS.
- 8.5 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 welfare concerns, is forwarded under confidential cover to the pupil's new school as a matter of priority. A copy of the records is not retained at school.
- 8.6 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 making contact with family members where welfare and/or safeguarding concerns are identified. ([Keeping Children Safe in Education 2025](#))

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

- 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 make a decision not to discuss your concerns with the child's parents or carers, this must be recorded in the child's Safeguarding file with a full explanation for your decision and the reason for this 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 paramount to ensure that actions remain child centred. Systemic Practice is a way of working in partnership with children and young people and families to help them improve outcomes and address issues which prevent them from thriving. Systemic Practice does this by seeking to understand the relationships between family members, and between the family and their wider networks to help professionals understand why the family works the way it does. ([Intro to Systemic Practice](#)) It remains important to capture the child's lived experience **and their own words when possible**.
- 9.4 When talking to children, you should take account of their age, understanding a preferred language, which may not be English. It is also important to consider how a 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 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 the Integrated Front Door, 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 is in need of 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. (IFD@wirral.gov.uk/0151 606 2008)
- 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 what the child and parents will be told, by whom and when. The school as a relevant agency, should be part of discussions with statutory safeguarding partners to agree to the levels for the different types of assessment as part of local arrangements.

MAKING A REFERRAL

- 9.11 If a child or young person is at risk of harm, abuse or neglect 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 the 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 that can be found here:

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

- 10 SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS**
(This procedure is detailed in the Appendix Document)
- 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 2025](#). 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.

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 the Appendix Document, 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 available electronically at the school office and a paper copy is held by the headteacher.
- 10.3 Every job description, person specification and job advertisement will have a clear statement about the safeguarding responsibilities of the post holder. The school website will echo this within our Safeguarding section. The school will consider carrying out an online search on shortlisted candidates to help identify any issues that are publicly available online.
- 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 (and to respond to low level concerns) in line with WSCP procedures:
[Wirral Safeguarding Children Partnership, LADO and Managing Allegations against Staff Multi-agency Procedure](#)
We will communicate with the Local Authority Designated Officer (LADO), through consultations and referrals when needed. Allegations related to any incidents when an individual or organisation is using the school premises for the purposes of running activities for children, will be followed up by the school following our safeguarding policies and procedures, including informing the LADO within 24 hours.
- 10.6 We will consider all allegations against an individual not directly employed by the school, where disciplinary procedures do not fully apply, (for example, supply teachers provided by an employment agency) and ensure allegations are dealt with properly and communication with the supply agency and Local Authority Designated Officer (LADO) is continued throughout the investigation.
- 10.7 There is an agreed staff behaviour policy (Code of Conduct) which is compliant with 'Safer Working Practices', and includes - acceptable use of technologies, staff/pupil relationships, [low level concerns](#) and communications including the use of social media. This policy can be found in a policy documents folder on the staff drive.
- 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. Further guidance can be accessed at:
<https://c-cluster-110.uploads.documents.cimpress.io/v1/uploads/d71d6fd8-b99e-4327-b8fd-1ac968b768a4~110/original?tenant=vbu-digital> (February 2022)

11 STAFF INDUCTION, TRAINING AND DEVELOPMENT

- 11.1 All new members of staff, including newly-qualified teachers, teaching assistants, mid-day assistants, administration staff and the caretaker, 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 2022 and other related policies. All governors and trustees should receive appropriate safeguarding and child protection (including online risks and harm) training at induction. 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 The induction will be proportionate to staff members' and governors' roles and responsibilities
- 11.3 All Designated Safeguarding Leads (DSLs) will undergo updated Safeguarding training every two years. DSLs should undertake Prevent awareness training and disseminate the training to all staff, annually.
- 11.4 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 governors must undergo governor specific awareness training to equip governors with the knowledge to provide strategic challenge, so they are assured safeguarding policies/procedures are effective and deliver a robust whole-school approach to safeguarding. This training should be regularly updated. All staff will have access to WSCP multi-agency safeguarding training and e-learning.
<https://www.wirralsafeguarding.co.uk/training/>
- 11.5 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 the safeguarding partnership website:
<https://www.wirralsafeguarding.co.uk/safeguarding-training-for-schools/>
- 11.6 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. All governors will receive appropriate safeguarding training annually.
- 11.7 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.
- 11.8 The Designated Safeguarding Lead will provide briefings to the school on any changes to safeguarding legislation and procedures and relevant learning from Safeguarding Practice Reviews (CSPR's) in line with [Working Together 2023](#). These will occur annually or more frequently when necessary.
<https://www.wirralsafeguarding.co.uk/professionals/serious-case-reviews/>
- 11.9 The school will maintain accurate and up-to-date 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 head teacher 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 Information sharing is vital in identifying and tackling all forms of abuse, neglect, and exploitation, and in promoting children's welfare, including in relation to their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.
- 12.8 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 2025)
- 12.9 School and college staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

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. In line with managing internally, the school or college may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent Harmful Sexual Behaviour and may prevent escalation of sexual violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the local early help process is

and how and where to access support. More information on the early help process can be found in [Working Together to Safeguard Children](#).

- 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 Child Safeguarding Practice Reviews (CSPR), other reviews and file audits as and when required to do so by the Wirral Safeguarding Children Board. 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 Child Protection - 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 KCSIE 2025. 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.

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 Whistle Blowing Policy is located electronically on the office and staff drives and a paper copy is displayed in the staffroom.
Whistleblowing: guidance and code of practice for employers is located [here](#)
Whistleblowing Advice Line is available for all workers - 0800 028 0285 Email: help@nspcc.org.uk
<https://www.gov.uk/guidance/blowing-the-whistle-to-the-department-for-education>
- 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 includes 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. We also acknowledge that Low-level concerns can arise in several ways from various sources, e.g. suspicion, complaint or a disclosure. Procedures in place for confidentially sharing and handling of low-level concerns.
- 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 AND OUT OF SCHOOL PROVIDERS

- 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 at the office using the electronic system 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. The Visitor Policy can be found in the policy document file in the admin network. WSCP Provide schools with guidance for visitors to school and can be found here: <https://www.wirralsafeguarding.co.uk/visitors-to-schools-guidance/>
- 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.
- 16.4 Where schools are used for non-school activities, those providers are expected to meet the guidance in [Keeping Children Safe in Out of School Settings](#). More details regarding safeguarding in sport can be found here: [safeguarding in sport](#)

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 can be found below:
<https://www.wirralsafeguarding.co.uk/professionals/section-11-175-audit/>
Findings from the audits can be found in WSCP's ['Annual Report'](#) section on the web.
- 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.
- 19.3 Additional updates to the Child Protection - Safeguarding policy and appendix will take place when needed.

Updated Policy Date:	Scheduled review by WSCP:
16.7.25 In line with WCSP Policy	30.6.26
27.8.25 in line with KCSIE 2025	
2.10.25 updated training record	