

UNIVERSITY OF
LIVERPOOL
MATHS SCHOOL
EDUCATION FOR 16-19 YEAR OLDS

Child Protection and Safeguarding Policy

Status: STATUTORY

Policy Review Cycle: ANNUAL

Delegated to: David Hemsley, DSL and Assistant Headteacher, ULMaS

Responsible Person: Prof Gavin Brown, Chair of Trustees, ULMaS

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Monitoring and reviewing

| | Name | Date | Role |
|-----------------------------|-------------------|------------|-----------------------|
| Updated | David Hemsley | 8/9/2020 | Assistant Headteacher |
| Updated | Damian Haigh | 17/08/2020 | Headteacher |
| Updated | Damian Haigh | 03/02/2020 | Headteacher |
| Ratified (previous edition) | Board of Trustees | 23/10/2019 | Governance |
| Ratified (this edition) | Board of Trustees | 09/12/2020 | Governance |
| Next review | Board of Trustees | Oct 2021 | Governance |

See also section 13

Important contacts

| Role | Name | Contact details |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Designated safeguarding lead (DSL) | DSL: David Hemsley | david.hemsley@liverpoolmathsschool.org |
| | Deputy DSL: Damian Haigh (Headteacher) | damian.haigh@liverpool.ac.uk |
| Local authority designated officer (LADO) | https://liverpool.gov.uk/social-care/childrens-social-care/keeping-children-safe/children-at-risk/ | 0151 233 3700- Careline (This is the number to call if you are worried about a child or young person in Liverpool- based on postcode) Other contacts for the region see Appendix 5 |
| Chair of trustees (governing body) | Professor Gavin Brown | gmbrown@liverpool.ac.uk |
| Channel helpline | https://www.gov.uk/government/publications/channel-guidance | 020 7340 7264 |
| Urgent concerns about terrorism | Anti-terrorist hotline | 0800 789 321 or 999 |
| Advice about child welfare | NSPCC Helpline | 0808 800 5000 |

Introduction and context

The University of Liverpool Mathematics School (ULMaS) is a specialist sixth form offering A-Levels in the mathematical sciences to students of above average academic ability. The school is situated on the University of Liverpool Campus, close to the centre of Liverpool and draws students aged 16-18 from a large region in the North West of England.

The school is different to most schools in terms of safeguarding context in the following ways:

- It has no physical boundary outside the building; the building walls are the perimeter of the site.

- It is surrounded by an educational institution which includes adults aged 18 upwards, most of whom will have no safeguarding training, DBS checks or other risk management measures.
- Our students will easily be confused with university students which may make them vulnerable to certain risks, and they will therefore need education to help them manage those risks.
- A risk assessment for arriving and leaving the building has been done and students as part of the induction are given a tour of the area to highlight best routes to their transport.

Aims

*'Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.'* (DFE 2020)

The board of trustees regards safeguarding of students as the key priority in its oversight of strategic planning, monitoring of school effectiveness and management of risk. Through main board meetings, the work of the education committee and their visits to school, trustees will hold the school leadership closely to account for making and maintaining robust safeguarding arrangements.

The school will ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly trained in recognising and reporting safeguarding issues.

We will enact our child protection and safeguarding policy by:

- Listening to our students and respecting them.
- Appointing a nominated child protection leader (Designated Safeguarding Lead).
- Writing and implementing detailed safeguarding and child protection procedures.
- Ensuring that staff and volunteers understand and operate those procedures correctly.

We will make sure that all children and young people have the same protection regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation.

We will treat students taking part in our outreach, recruitment and other events with the same care as we treat students who are on roll in our school.

We will take appropriate care of our students when they become aged 18 and over, whilst respecting their status as adults. If they no longer wish for us to have any contact with their parents, they will become the primary point of contact themselves when we have concerns about their wellbeing.

We will establish and maintain an ethos in which everyone understands and meets their responsibility to protect the welfare of all children and young people and promote and model attitudes and behaviour which encourage others to do the same.

The school will ensure it has a curriculum map which sets out how to help children keep themselves safe from harm. This will include messages which are taught through the [Relationships education, relationships and sex education \(RSE\) and health education](#) (compulsory from September 2020) and PSHE curriculums, alongside standalone pieces of work and messages delivered through other curriculum areas.

Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2020) and Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our three local safeguarding partners, and future editions of the published guidance on Keeping Children Safe in Education. This policy should be read alongside Part 1 and Annex A of Keeping Children Safe in Education and in conjunction with Part 1 of School Improvement Liverpool's Safeguarding Handbook which is made available to all staff and volunteers.

This policy is also based on the following legislation:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school
- Section 175/157 of the Education Act 2002.
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

This policy also complies with our funding agreement and articles of association.

Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

A child includes everyone under the age of 18.

Safeguarding partners

The following three safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs.

The three safeguarding partners are:

- The Local Authority: Liverpool City Council
- The NHS Liverpool clinical commissioning group
- The chief officer of Merseyside Police

Where necessary we will liaise with partners in other parts of the Liverpool City Region and the North West of England in order to keep our children safe.

Equality statement

We will protect all the children in our care equally, regardless of home background, age, religion or belief, sex, disability, gender identity, race, colour or nationality or sexual orientation. The safety of all our children takes precedence over everything else we do.

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are thought to be at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

Roles and responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 three safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

All staff

All staff and volunteers working in the school must be given a copy of the Child Protection policy immediately upon starting work at the school as part of their induction. All staff and volunteers working in the school must complete safeguarding training appropriate to their role as part of their induction and at a minimum of annually thereafter. The school draws upon School Improvement

Liverpool's induction template and Safeguarding Induction Booklet (Schools' Safeguarding Handbook) to ensure all appropriate policies and guidance are shared.

All staff will read and understand as a minimum part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education (DfE 2020), and review this guidance at least annually. Further information regarding the signs and indicators of abuse are set out in the DfE guidance e.g. fabricated or induced illnesses, faith abuse and can be found within the School Improvement Liverpool Schools Safeguarding Handbook. This child protection policy should be read alongside the DfE Keeping Children Safe in Education statutory guidance. Staff should engage in training which enables them to identify children who may need additional help or who are suffering or likely to suffer significant harm and take appropriate action.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the DSL and deputy DSL, the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation, definitions and indicators of Child Sexual Exploitation, Child Criminal Exploitation (including County Lines), Forced Marriage, Honour Based Abuse, Peer on Peer abuse, Sexual Violence and Sexual Harassment (including sexting), Vulnerabilities to Extremism and Children Missing Education.
- Behaviours linked to drug taking, alcohol abuse, truanting and sexting that can put children in danger.
- The signs of peer on peer abuse and take appropriate action.
- Family circumstances that may present challenges for the child, such as drug and alcohol misuse, adult mental health problems and domestic abuse
- Safeguarding incidents and/or behaviours that can be associated with factors outside of the school or college and/or can occur between children outside of these environments. All staff should consider whether children are at risk of abuse or exploitation in situations outside of their family home. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- Mental health problems that can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. These problems can also make them vulnerable to exploitation. Staff 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, alongside looking for signs of exploitation.
- Where children have suffered abuse or neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence

and into adulthood. All staff should be aware of how these experiences can impact on a child's mental health, behaviour and education.

Section 17 and appendix 4 of this policy outline in more detail how staff are supported to do this.

The Designated Safeguarding Lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is David Hemsley (Assistant Headteacher). The DSL takes lead responsibility for child protection and wider safeguarding following the broad areas of responsibility as set out in Keeping Children Safe in Education (DFE 2020). Damian Haigh is the Deputy DSL.

- During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.
- The DSL can be contacted by staff via email at any time.
- The DSL will be given the time and regularly updated training to:
 - Provide advice and support to other staff on child welfare and child protection matters
 - Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
 - Contribute to the assessment of children
 - Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
 - The DSL will also keep the headteacher informed of any issues and liaise with local authority case managers, senior mental health leads and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and Deputy DSL are set out in their job description.

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals;

- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

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

The designated safeguarding lead should:

- ensure the school's or college's child protection policies are known, understood and used appropriately;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- 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.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children

Where children leave the school or college (including for in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and definitely within the first 4 weeks. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead will also consider whether it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

The DSL should ensure that all staff read and understand part 1 and annex A of the DfE (2020) guidance Keeping Children Safe in Education and make available to them other key documents and guidance.

The Board of Trustees

- The Board of Trustees will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation.
- The Board of Trustees will appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.
- The Chair of Trustees will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3).

All governors will read Keeping Children Safe in Education (DFE 2020). Governors will ensure that the school meets the statutory responsibilities set out in Keeping Children Safe in Education (DFE 2020) and Working Together to Safeguard Children (DFE 2018).

Section 17.3 has information on how governors are supported to fulfil their role.

The Headteacher

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that the Single Central Record is up to date and the safer recruitment practices set out in Keeping Children Safe in Education (DFE 2020) are followed in line with the school's Safer Recruitment Policy and Procedures.
- Ensuring that at least one member of every recruitment panel has attended safer recruitment training.
- Ensuring that the Designated Safeguarding Lead has a job description in keeping with the requirements of Keeping Children Safe in Education (DFE, 2020) and that sufficient time, training and support are allocated to this role, including the appointment of colleagues able to deputise for the Designated Safeguarding Lead who have undertaken the same training.
- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)

Confidentiality

We recognise that all matters relating to Child Protection are confidential. In context of safeguarding, welfare of the child is paramount, and confidentiality is subordinate to that aim - and therefore, needs to be balanced against overall well being of the younger person. Staff should share information with DSL or DDSL who are available for consultation if there are concerns.

Confidentiality can not be guaranteed to the students for safeguarding reasons, but this will not be shared to all staff.

The Head teacher or Safeguarding Lead will disclose any information about a young person to other members of staff on a “need to know” basis and will do so promptly in order ensure they are able to discharge their duties effectively. Guidance about sharing information can be found in the 2018 document [Information Sharing: Advice for Practitioners providing safeguarding services to children, young people, parents and carers 2018](#) and the [Data protection: toolkit for schools](#). The school understands the need to keep child protection and safeguarding records securely.

All staff must be aware that they have a professional responsibility to share information promptly with the DSL or their deputy and, as appropriate, with other agencies in order to safeguard children. The sharing of information is not limited by any data protection legislation when the purpose of sharing is to keep children safe. If staff need to share ‘special category personal data’, the DPA 2018 contains ‘safeguarding of children and individuals at risk’ as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

All staff must be aware that they cannot make a promise to a child to keep secrets.

Staff may refer to information sharing advice for safeguarding practitioners if they need guidance in making decisions about sharing information.

If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

Confidentiality is also addressed in this policy with respect to record-keeping in section 12, and allegations of abuse against staff in appendix 3

Recognising abuse and taking action

Keeping Children Safe in Education (DfE 2020) reminds us that all staff should maintain an attitude of “it could happen here” where safeguarding is concerned. Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue. ‘School Improvement Liverpool Schools’ Safeguarding Handbook’ and Part 1 of Keeping Children Safe in Education (DFE 2020) provides key flowcharts and guidance to support staff and volunteers’ understanding and decision making. This will support staff to make a referral themselves should that become necessary. The Designated Safeguarding Lead should be informed, as soon as possible, following the need for another member of staff to make a referral.

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

Children at immediate risk

The school is committed to working with other agencies to provide early help for children before they become at risk of harm or require a ‘child in need’ statutory assessment. ‘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.’ (DfE 2020)

‘All staff should be aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.’ (DFE 2020)

If a child is suffering or likely to suffer harm, or in immediate danger, a member of staff/ volunteer must:

- Make a referral to children's social care and/or the police (if a criminal act is suspected- FGM,) immediately if they believe a child is suffering or likely to suffer from harm, or in immediate danger. Anyone can make a referral.
- Tell the DSL (see section 6.2) as soon as possible if you make a referral directly.
- Further detail about making referrals will be added to this policy after staff have been appointed and received appropriate training
- Child abuse can be reported to the local authority using this webpage <https://www.gov.uk/report-child-abuse-to-local-council>

Disclosures from children

If a child makes a disclosure to a member of staff or a volunteer, they should take note of the following:

If a child discloses a safeguarding issue to an adult, the adult should be aware of and follow these protocols.

- The adult should listen to and take them seriously, allow them time to talk freely, and not ask leading questions.
- The adult should stay calm and not show that they are shocked or upset.
- The adult should tell the child they have done the right thing in talking to them, and not criticise any choice the child has made about the timing or setting for the conversation.
- The adult should explain what will happen next and that they will have to pass this information on.
- The adult should not promise to keep the disclosure a secret.
- The adult should write up the conversation as soon as possible in the child's own words. They must stick to the facts, and not put their own judgement on what has been described.
- The adult should sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, they should make a referral to children's social care and/or the police directly (see 7.1) and tell the DSL as soon as possible that they have done so.

Staff concerns about a child

If a member of staff/ volunteer has concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger) they should take note of the following:

- Figure 1 below illustrates the procedure to follow if you have any concerns about a child's welfare.
- Where possible, speak to the DSL first to agree a course of action.
- If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on **0808 800 5000**.
- Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Early help

If early help is appropriate, the DSL 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.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support the reporting colleague to do so.

If a member of staff makes a referral directly they must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

If an employee has concerns about extremism

If a child is at immediate risk of harm, take the required action to protect them and contact the DSL immediately.

If a child is not suffering or likely to suffer from harm, or in immediate danger, refer the issue to the DSL. Where possible, speak to the DSL immediately to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above).

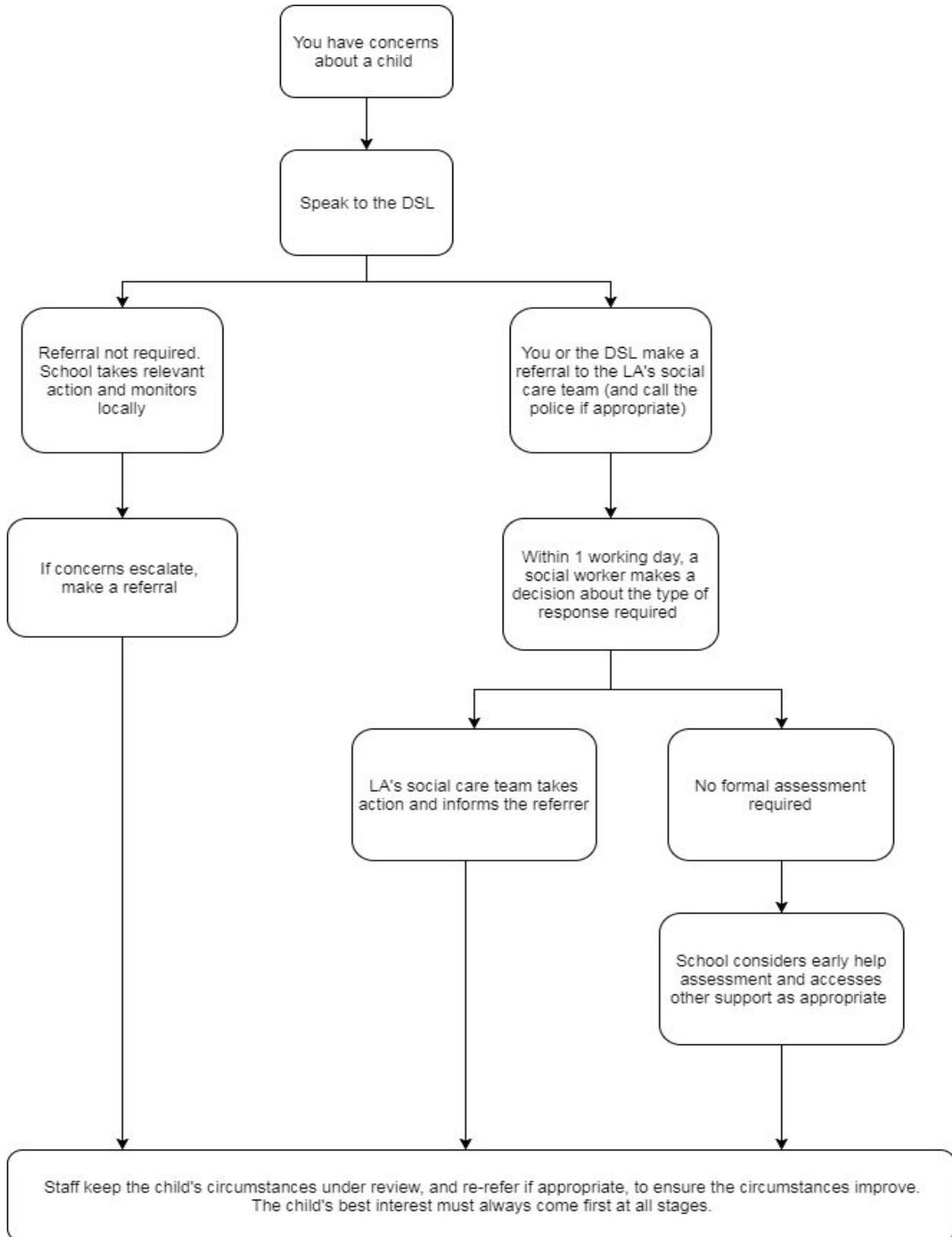
Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a student. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

Members of staff/ volunteers should call 999 or the confidential anti-terrorist hotline on 0800 789 321 if they:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist related

Figure 1: procedure if you have concerns about a child’s welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)



Note –if the DSL is unavailable this should not delay action.

Concerns about a staff member or volunteer

Anyone who has concerns, or who has received an allegation about a member of staff, supply staff or volunteer, should speak to the headteacher. Contact information is at the start of this document.

If the concerns or allegations are about the headteacher, the person to speak to is the Chair of Trustees. Contact information is at the start of this document.

The headteacher/chair of governors will then follow the procedures set out in Appendix 3, if appropriate.

All school staff and other adults working at the school will be aware of and work within the school's Code of Conduct and other relevant policies and procedures. The Staff Code of Conduct includes guidance for staff regarding the school expectations of the use of mobile phones, electronic equipment and social media.

Allegations of abuse made against other students

We recognise that children are capable of abusing their peers. Abuse will not be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys will be perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under our school's behaviour policy. The idea of targeted and repeated actions intended to cause harm, intimidate or coerce is bullying. This child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns, some of which can be caused by bullying. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put students in the school at risk
- Is violent (physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm)
- Involves students being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)
- May involve abuse within intimate partner relationships; bullying (including cyber bullying); initiation/hazing type violence and rituals.

If a student makes an allegation of abuse against another student:

The adult to whom the allegation is communicated must record the allegation and tell the DSL, but not investigate it.

The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.

This type of abuse is most likely to include, but not limited to: Staff should recognise that children are capable of abusing their peers. Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing particularly towards girls.

The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed;

The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.

We will minimise the risk of peer-on-peer abuse by:

Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images.

Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys.

Ensuring our curriculum helps to educate students about appropriate behaviour and consent.

Ensuring students know the means by which they can talk to staff confidentially through our pastoral education programme and through posters displayed publicly and in toilet cubicles.

Ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

Sexting

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 in, and escalate any incident where appropriate. Annex C of Keeping Children Safe in Education (2020) provides schools with further key information and guidance.

The DFE guidance “Teaching Online Safety in Schools” (June 2019) also outlines how schools can ensure their pupils understand how to stay safe and behave online as part of forthcoming and existing curriculum requirements:

www.gov.uk/government/publications/teaching-online-safety-in-schools.

If an adult is made aware of an incident involving sexting (also known as ‘youth produced sexual imagery’), they must report it to the DSL immediately.

Adults must not:

- View, download or share the imagery themselves, or ask a student to share or download it. If an adult has already viewed the imagery by accident, they must report this to the DSL
- Delete the imagery or ask the student to delete it
- Ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)
- Share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

The adult should explain that they need to report the incident and reassure the student(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to student(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the students involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the students involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any student in the imagery is under 13
- The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review. They will hold interviews with the students involved (if appropriate) to establish the facts and assess the risks. If at any point in the process there is a concern that a student has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the student at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through dialling 101.

Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 12 of this policy also apply to recording incidents of sexting.

Curriculum coverage

Pupils are taught about the issues surrounding sexting as part of our PSHE education and computing programmes. Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on sexting is also shared with students so they are aware of the processes the school will follow in the event of an incident.

Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

Pupils with special educational needs and disabilities

We recognise that students with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other students
- The potential for students with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers

We offer personalised additional pastoral support for some students with SEN and disabilities. This will give them opportunities to discuss any concerns they have with a member of staff privately

Mobile phones and cameras

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 in, and escalate any incident where appropriate. Annex C of Keeping Children Safe in Education (2020) provides schools with further key information and guidance.

The DFE guidance "Teaching Online Safety in Schools" (June 2019) also outlines how schools can ensure their pupils understand how to stay safe and behave online as part of forthcoming and existing curriculum requirements:

www.gov.uk/government/publications/teaching-online-safety-in-schools.

Staff will not take pictures or recordings of students on their personal phones or cameras. School equipment will be provided for this purpose.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

Whistleblowing and complaints

The school has a whistleblowing policy, to which staff should refer if they believe that unethical, illegal or otherwise unacceptable practice needs to be disclosed. The policy provides a safe way for staff to draw appropriate attention to an issue without risking personal or professional repercussions as a result of making a disclosure.

Complaints and concerns about school safeguarding policies: if anyone has a concern about the adequacy or effectiveness of implementation of this or related policies they should draw it to the attention of the headteacher and then, if concerns remain, to the Chair of the Board of Trustees. Contacts are given at the start of the policy.

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, will be recorded in writing. If members of staff are in any doubt about whether to record something, they should discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school. Normally, this will be at least seven years after their cohort has left school at the age of 25. This could be longer if there are reasons to believe they may be required for legal purposes.

These include:

- a. Any material on allegations (substantiated or not) of child sexual abuse, or child sexual exploitation
- b. Any materia in relation to allegations (substantiated or not) of individuals having engaged in sexual activity with, or having a sexual interest in, children
- c. Any material in relation to institutional failures to protect children from sexual abuse or other exploitation
- d. Any material relevant to statutory responsibilities for the care of children in public or private care
- e. Any material relevant to the development of policy on child protection
- f. Any material relevant to the development of legislation on child protection

g. Any material relating to the determination of the award of Honours to persons who are now demonstrated to have had a sexual interest in children or are suspected of having had such an interest. It is not possible to produce a definitive list under (g).

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main student file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

In addition:

Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks

Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

Training

All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Volunteers will receive appropriate training, if needed.

The DSL and deputy

The DSL and deputy will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

Governors (Trustees)

All trustees receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the Chair of Trustees may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

Recruitment – interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding

procedures. The school will ensure that all appointments follow its recruitment policy and the guidance set out in Keeping Children Safe in Education (DFE 2020).

Staff who have contact with students and families beyond the routine interactions between staff and students, or school and home

All staff who have contact with children and/or their families (for example where children are at-risk, or the family needs particular support) will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

Supervisions will be arranged by the DSL, or by the headteacher in the case that the DSL requires supervision.

Policy review/ monitoring arrangements

This policy will be reviewed annually by Designated Safeguarding Lead. At every review, it will be approved by the full governing board.

Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Staff code of conduct
- Complaints
- Health and safety
- Attendance
- Online safety
- Equality
- Sex and relationship education
- First aid
- Curriculum
- Privacy notices
- Mental health and wellbeing

Appendices

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.

Appendix 1: Types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or 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.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child 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

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
- 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 (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger

- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

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

Appendix 2: Safer recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

When appointing new staff, we will:

- Verify their identity
- Require them to complete and sign a Self Disclosure Form which will be considered only once we have made the decision to offer a post
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- We will ask for written information about previous employment history and check that information is not contradictory or incomplete.
- We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity

- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

Visiting speakers and academics presenting to or working with groups of students who are supervised by a member of staff will not normally be considered to be working in regulated activity and may visit and teach without an enhanced DBS check provided they are supervised when in the building. However, careful consideration will be given to the suitability of any visiting speakers, academics or external providers to ensure that students continue to be educated in a safe and secure environment.

When organising visiting speakers, academics or external providers to present to or work with students, we will ensure there are procedures in place to manage individuals coming on to the premises, including an assessment of the education value, age appropriateness of what is going to be delivered and who has authorised the visitor.

Governors

All governors (Trustees) will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the board will have their DBS check countersigned by the secretary of state.

All proprietors, trustees, local governors and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under section 128 of the Education and Skills Act 2008). [Section 128 checks are only required for local governors if they have retained or been delegated any management responsibilities.]
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Staff working in alternative provision settings

Where we place a student with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who supervise students on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm, including conducting a risk assessment for each workplace or role, as appropriate.

We will not consider this to be regulated activity, so DBS checks for supervising adults in the workplace will not routinely be required unless a risk assessment conducted on behalf of the school requires them.

Students will be provided with contact details at school in case they need to express a concern about their work placement or their personal safety.

Pupils engaging with University of Liverpool Music Department activities

Some students will wish to engage with the extra-curricular work of the UoL Music Department, participating in concerts and other performances, rehearsals and related activities. This will involve them working with a group of adults in a quasi-professional context. For safeguarding purposes, we

will treat this as equivalent to work experience. See Paragraph 21.10. It will not be possible to obtain DBS checks for all the adults involved in such performances and rehearsals.

Participation will be enabled when it is possible to manage risk sensibly. Parental consent will normally be sought.

Pupils engaging with University of Liverpool Sports Centre activities

Sporting activities which are part of the timetabled curriculum at ULMaS will be considered to be regulated activity and the staff supervising them will need to be DBS checked and their details recorded in the school's single central record (SCR).

In the event that a sports instructor whose details are recorded in the ULMaS SCR is not available for a timetabled activity, a member of ULMaS staff, or a registered ULMaS volunteer whose details are recorded on our SCR must be present to supervise sporting activities in addition to any unregistered instructor.

Students wishing to engage with extra-curricular sporting activities with Sport Liverpool will be supported and safeguarded through a risk assessment process as per paragraphs 21.10 and 21.11 above.

Students will not normally be able to compete on behalf of the University of Liverpool, as they will not be members of the university, but where opportunities arise for participation in training and other activities they will carefully considered and participation enabled when it is possible to manage risk sensibly. Parental consent will normally be sought.

Appendix 3: Allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

In some circumstances, the school will have to consider an allegation against an individual who is not directly employed by the organisation and where our disciplinary procedures do not fully apply (for example supply teachers). Whilst the school is not the employer of the individual, we still have responsibility to ensure allegations are dealt with properly and will liaise where appropriate with relevant parties. The school will not cease to use the services of a supply teacher as a result of safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome.

There are occasions when a person who works with children behaves in a way that is concerning and raises questions about their ability to recognise and take steps to safeguard children in their care that may not always meet the threshold of LADO. As an employer the school has a duty to consider whether the issue indicates that they are unsuitable to continue in their role for the immediate future or indefinitely. These are known as issues of suitability and if not being dealt with under the managing allegations procedures, would be dealt with via the school's disciplinary procedures. Issues of suitability can include:

- Where an employee is being investigated for an offence against an adult, or
- Their behaviour in their personal lives brings into question their suitability to work with children

However if an adult who works with children has involvement from Children's Services in respect of their own child, or a child that they live with or have contact with, it is the responsibility of Children's Services to assess the immediate concern and inform the LADO of whether the adult poses a risk to children. Examples of this may include:

- Allegations of assault, physical or emotional, on their own child or on a child they live with or have contact with
- Domestic abuse
- Substance misuse
- Lives with or is in a relationship with a person who is identified as a risk to children

The situation would meet the threshold of LADO should the child in question be made subject to a Child Protection plan. This is because Children's Services has determined that the adult presents a risk to the associated child either directly or due to a failure to protect.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension

Suspension will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted

Definitions for outcomes of allegation investigations

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the headteacher (or chair of the Board of Trustees where the headteacher is the subject of the allegation) will be the 'case manager'. They will take the following steps:

1. Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police before consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
2. Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social

care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies

3. Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
4. If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
5. If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
6. If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
7. Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
8. Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
9. Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
10. Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the Board of Trustees will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week

- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the student(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a student.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/ children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are substantiated, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

Appendix 4: Specific safeguarding issues

Children missing from education

Poor attendance can be an indicator of concern for students with welfare and safeguarding concerns, so the school will monitor attendance carefully and pastoral tutors will alert the DSL when there are concerns about a student's attendance

We will contact home if a student fails to attend school without a reason being provided, in order to ensure that parents are aware that they have not arrived safely at school and encourage parents to inform us as soon as possible when students are not able to attend school.

We will comply with our statutory duty to inform the local authority of any student who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities (DfE September 2016). There are specific duties in respect of Children Missing Education (CME) and there are strict guidelines in respect of both the definition of CME and the legalities of deleting a pupil from a school roll.

Missing students

The age-group of students at this school means that if they are not present in a lesson they will not immediately be assumed to be in danger.

Our students will be free to leave the school site during lunchtimes and when they have no timetable lessons. We will therefore monitor lesson attendance routinely and pay particular attention to students' attendance during the first lesson after lunch.

However, unexplained absences will be followed up through the pastoral care system and patterns of absence will be considered to be a possible indicator of vulnerability as detailed elsewhere in this policy.

Students who go missing from school whilst known to be in vulnerable or highly emotional state will be treated as a safeguarding priority and urgent action will be taken to ensure their welfare.

Private Fostering

Our school has a mandatory duty to report to the local authority if they believe a child is subject to a private fostering arrangement. (This does not include close family relatives e.g. grandparent, brother, sister, uncle or auntie.) This means making a referral to children's services. A private fostering arrangement is made without the knowledge of the local authority for the care of a child under the age of 16 years (under 18 for children with disabilities) whereby the child is in the care of someone other than their parent or close relative. Further guidance is available in Keeping Children Safe in Education (DFE, 2020) and in [Children Act 1989 private fostering](#). When a child is privately fostered a social worker must carry out an assessment to ensure the placement is appropriate and consider any support needed.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to

share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputy will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour-based' violence (including FGM and forced marriage)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBV are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

Female Genital Mutilation (FGM)

If a member of staff/ volunteer discovers that FGM has taken place or a student is at risk of FGM they should take note of the following:

- The Department for Education's Keeping Children Safe in Education guidance explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

- FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.
- Possible indicators that a student has already been subjected to FGM, and factors that suggest a student may be at risk, are set out in appendix 4.
- Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a student under 18 must immediately report this to the police, personally. **This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.**
- Unless they have good reason not to, they should also discuss the case with the DSL and involve children’s social care as appropriate.
- Any other member of staff who discovers that an act of FGM appears to have been carried out on a student under 18 must speak to the DSL and follow our local safeguarding procedures.
- The duty for teachers mentioned above does not apply in cases where a student is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine students.
- Any member of staff who suspects a student of any age, including those aged 18 or over, is at risk of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a student is at risk of FGM.

Indicators that FGM has already occurred include:

- A student confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/student already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a student may be at risk of FGM include:

- The girl’s family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl’s community or country of origin
- A parent or family member expressing concern that FGM may be carried out

- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

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

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the ‘one chance’ rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a student is being forced into marriage, they will speak to the student about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

Speak to the student about the concerns in a secure and private place

Activate the local safeguarding procedures and refer the case to the local authority’s designated officer

Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk

Refer the student to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force. Given Liverpool is a priority area, schools can seek additional advice from the Local Authority's Prevent Coordinator or Local Authority's Prevent Education Officer (details in School Improvement Liverpool's Safeguarding Handbook).

We will ensure that suitable internet filtering is in place and equip our students to stay safe online at school and at home.

We will also aim to safeguard students by educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act. This will be part of the broad and balanced curriculum (in particular the Pastoral and Personal Enrichment Programme).

We will promote British Values and community cohesion through our Pastoral and Personal Enrichment Programme and the ethos and everyday life of the school.

We will maintain academic freedom so that staff and students are able to discuss sensitive topics through structured conversations facilitated by staff, (including discussions about terrorism and the extremist ideas that form part of terrorist ideologies). We believe students should be allowed to debate and challenge these ideas in order to develop and widen their understanding.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in students' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a student is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities that they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a student, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should always take action if they are worried.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose and may need to meet one to one with students, such as educational psychologists or counsellors, will be asked to show photo ID and

- show their DBS certificate, which will be checked alongside their photo ID; or
- the organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out.

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times.

We will not invite into the school any speaker who is known to disseminate extremist views. We will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise students or staff where there could be reasonable grounds.

Use of school premises for non-school activities

Where an external individual, body or provider has hired or rented school facilities / premises, they should have appropriate policies and procedures in place with regard to safeguarding, to ensure that children in their care are protected from harm.

Where we hire or rent out use of school facilities / premises to an external individual, body or provider – for example to community groups, sports associations or service providers – for the provision of non-school activities or services, we will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection (including inspecting these as needed); and that there are also arrangements in place for the school to be liaised with on these matters, where appropriate.

We will as part of any lease or hire agreement with an external individual, body or provider, ensure safeguarding requirements and expectations are included as a condition of use of the school facilities / premises; and that failure to comply with this would lead to termination of the agreement.

Appendix 5

Contact details for other Local Authorities in the Liverpool Region

Due to the outreach work with students from across the region, along with our recruitment coming from a wide range of Local Authorities this list will allow us to contact the correct support.

| Local authority designated officer (LADO) | Website | Contact Number |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Liverpool | https://liverpool.gov.uk/social-care/childrens-social-care/keeping-children-safe/children-at-risk/ | 0151 233 3700 Careline |
| Knowsley | Knowsley Safeguarding Children Partnership | 0151 443 2600 |
| Sefton | https://www.sefton.gov.uk/social-care/children-and-young-people/report-a-child-or-young-person-at-risk.aspx | 0345 140 0845 (minicom 0151 934 4657). Out of hours 0151 934 3555 |
| Wirral | https://www.wirral Safeguarding.co.uk/concerned-about-a-child/ | 0151 606 2008 Out of hours 0151 677 6557. |
| Halton | https://children.haltonsafeguarding.co.uk/contact-and-referral-team/ | 0151 907 8305. out of hours, 0345 0500148. |
| Lancashire | Lancashire County Council | 0300 123 6720 out of hours 0300 123 6722 |
| St Helens | https://www.sthelens.gov.uk/social-care-health/adults/safeguarding-adults/report-a-concern/ | 01744 676767 Out of hours 0345 0500 148 |
| Warrington | https://www.warrington.gov.uk/mars | 01925 443322 Outside office hours 01925 444400 |
| Cheshire West and Chester | https://www.cheshirewestandchester.gov.uk/residents/health-and-social-care/children-and-young-people/report-a-concern-about-a-child/report-a-concern-about-a- | 0300 123 7047 out of hours 01244 977277 |

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Appendix 6- COVID 19 and Safeguarding

The current situation means guidance is in place for the safe return to schools. This advice is subject to change and as a result all actions by the school to reduce risk are summarised in a separate risk assessment which is updated as necessary, with outcomes shared with staff, students and visitors.

Abbreviations

DBS: Disclosure and Barring Service

DSL: Designated Safeguarding Lead

FGM: Female Genital Mutilation

HBV: "Honour" Based Violence

SCR: Single Central Record

SEN: Special Educational Needs