

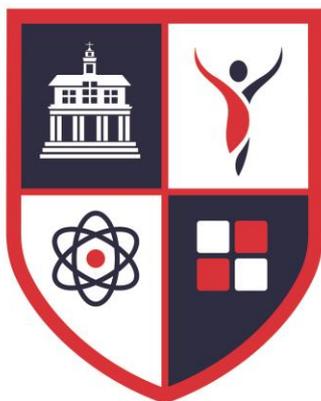


**CHILDWALL**  
SPORTS &  
SCIENCE ACADEMY

# Child Protection & Safeguarding Policy



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LYDIATE  
LEARNING TRUST

<i>Origination</i>	<i>Authorised by</i>	<i>Issue No.</i>	<i>Page 1 of 52</i>	<i>Date</i>
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## **1. Policy statement and principles**

This policy is one of a series in the school's integrated safeguarding portfolio. The school's safeguarding arrangements are inspected by Ofsted under the judgements on the quality of leadership and management and the impact of leadership and management on the behaviour and attitudes of children and learners.

This policy is available on the school website and all staff and volunteers are required to read it.

### **Child protection statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection, and justice. The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with those of Liverpool Safeguarding Children Partnership

### **Policy principles:**

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance.
- All children, regardless of age, gender, ability, culture, race, language, religion, or sexual identity, have equal rights to protection.
- Children who are safe and feel safe are better equipped to learn.
- This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Representatives of the whole school community of staff and governors will therefore be involved in reviewing, shaping, and developing the school's safeguarding arrangements and child protection policy
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or in school.
- All staff members will maintain an attitude of 'It could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- If, at any point, there is a risk of immediate serious harm to a child a referral will be made to Children's Social Care immediately. Anybody can make a referral. If the child's situation does not appear to be improving, any staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some stage.
- Students and staff involved in child protection issues will receive appropriate support
- This policy will be reviewed at least annually unless an incident new legislation or guidance suggests the need for an interim review.

### **Policy aims:**

- To provide all staff with the necessary information to enable them to meet their safeguarding and child protection responsibilities.
- To ensure consistent good practice.
- To demonstrate the school's commitment regarding safeguarding and child protection to students, parents, and other partners.
- To contribute to the school's safeguarding portfolio.

## **Terminology**

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the 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 and taking action to enable all children to have the best outcomes.

**Child protection** refers to the activity undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of the school, full time, or part time, temporary or permanent, in either a paid or voluntary capacity.

**DSL** refers to the designated safeguarding lead at the school.

**Child** includes everyone under the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers, and adoptive parents.

## **2. Safeguarding legislation and guidance**

**Academies, free schools, independent schools, alternative providers of education** - Section 157 of the Education Act 2002 and the Education (Independent Schools Standards) (England) Regulations 2014 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are students at the school.

The **Teachers' Standards 2012** state that teachers, including headteachers, must have regard for the need to safeguard students' well-being, in accordance with statutory provisions; and maintain public trust in the teaching profession as part of their professional duties.

The statutory guidance *Working Together to Safeguard Children (DFE July 2018)* covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for Local Safeguarding Children Boards (SSCPs) or safeguarding partners to monitor the effectiveness of local services, including safeguarding arrangements in schools.

The statutory guidance *Keeping Children Safe in Education (DFE September 2021)* is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.

**All** staff must read Part One of *Keeping Children Safe in Education September 2021* and *Working Together to Safeguard Children September 2018*. Staff are issued with copies and can find them on the staff files drive and the school website. As an alternative, staff who do not work directly with children can be directed to read Annex A (a condensed version of Part one) of *Keeping Children Safe in Education September 2021*.

**What to do if you're worried a child is being abused 2015 - Advice for practitioners** is non statutory advice which helps practitioners (everyone who works with children) to identify

abuse and neglect and take appropriate action. (Staff can find a copy of this on staff files or the school website).

In the UK, more than 50,000 children are annually subject to a child protection plan. Research suggests that one child a week dies from abuse, around 20 per cent of children will suffer some form of abuse, one child in six is exposed to violence in the home and disabled children are three times more likely to be abused and neglected. The prevalence of neglect continues to be a major concern and online abuse is increasing. The sexual exploitation of children is a growing problem.

Due to their day-to-day contact with students, staffs in school are uniquely placed to observe changes in children's behaviour and the outward signs of abuse, neglect, exploitation, and radicalisation. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all school staff is alert to the signs of abuse, are approachable and trusted by students/students, listen actively to children, and understand the procedures for reporting their concerns. The school will act on identified concerns and provide early help to prevent concerns from escalating.

### **3. Roles and responsibilities**

#### **Key Personnel**

**The nominated Child Protection Governor is Ms Catherine Unsworth**

Contact details: email: [c.unsworth@childwallssa.org](mailto:c.unsworth@childwallssa.org)

**The CEO/Executive Headteacher is Mrs A Stahler**

Contact details: email: [a.stahler@deyeshigh.co.uk](mailto:a.stahler@deyeshigh.co.uk) 0151 526 3814

**The Headteacher is Ms. J Vincent**

Contact details: email: [j.vincent@childwallssa.org](mailto:j.vincent@childwallssa.org) 0151 722 1561

**The Designated Safeguarding Lead (DSL) for child protection is Mrs Jeni Cassidy (Assistant Head Teacher)**

Contact details: email: [j.cassidy@childwallssa.org](mailto:j.cassidy@childwallssa.org) 0151 722 1561

**The Deputy Safeguarding Lead is Miss K Magee**

Contact details: email: [k.magee@childwallssa.org](mailto:k.magee@childwallssa.org) 0151 722 1561

#### **The Governing Body**

The governing body will ensure the following:

- Ensures that they comply with their duties under legislation.
- Ensure they facilitate a whole school approach to safeguarding
  - By ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
  - Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.
- Have regard to Keeping Children Safe in Education September 2021. Ensure that policies, procedures, and training are effective and always comply with the law.
- Has an allocated senior board level lead, Mr G. Hewer, to take leadership responsibility for safeguarding arrangements.
- Does all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system.
- Ensures the school has appropriate filters and monitoring systems in place.

- Considers the age range of the children in school, the number of children, how often they access the IT system and the proportionality of costs vs risks.
- Nominates a member (normally the AGC chair, Mrs M. Tormey) to be responsible for liaising with other agencies in the event of an allegation being made against the Headteacher.
- Ensures that the school's safeguarding, recruitment and managing allegations procedures consider the procedures and practice of the Local Authority, Liverpool Safeguarding Children Partnership (LSCP) and national guidance.
- Understands the local criteria for action and the local protocol for assessment.
- Ensure these are reflected in policies and procedures.
- Is prepared to supply information as requested by the three safeguarding partners
- Ensures that the school staff work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
- Recognises the importance of information sharing between practitioners and local agencies.
- Ensures arrangements are in place that set out clearly the process and principles for sharing information within the school or college and with the three safeguarding partners, other organisations, agencies, and practitioners as required.
- Understands how the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.
- The chair ensures that enhanced DBS checks are undertaken, for the other members of the governing body.
- Ensures that identity checks are completed before, or as soon as practicable after, any individual takes up their position.
- The chair ensures that other members of the governing body are not subject to a section 128 direction that would prevent them from taking part in the management of an independent school (including academies and free schools.)
- Ensures the child's wishes, and feelings are considered when determining what action to take and what services to provide.
- Ensures systems are in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express views and give feedback.
- have regard to 'Alternative provision' - DfE Statutory Guidance; and 'Education for children with health needs who cannot attend school' - DfE Statutory Guidance
  
- Ensures that there are appropriate policies and procedures in place for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- These policies should include individual schools and colleges having:
  - an effective child protection policy which:
    - reflects the whole school/college approach to peer-on-peer abuse
    - reflects reporting systems as set out at paragraph 83 OF KCSiE 2021.
    - describe procedures which are in accordance with government guidance.
    - refers to locally agreed multi-agency safeguarding arrangements put in place by the safeguarding partners.
    - includes policies as reflected elsewhere in Part two of KCSiE 2021, such as online safety and special educational needs and disabilities (SEND)
    - where appropriate, reflects serious violence. Further advice for schools and colleges have been provided in the Home Office's Preventing youth violence and gang involvement documents and its Criminal exploitation of children and vulnerable adults, county lines guidance.
    - is reviewed annually (as a minimum) and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt; and

- is available publicly either via the school or college website or by other means
  - a behaviour policy, which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying)
  - a staff behaviour policy (sometimes called the code of conduct) which should, amongst other things, include acceptable use of technologies (including the use of mobile devices), staff/pupil relationships and communications including the use of social media.
  - appropriate safeguarding arrangements in place to respond to children who go missing from education, particularly on repeat occasions.

The governing body will ensure that the school:

- Appoints a Designated Safeguarding Lead who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training.
- Ensures that the DSL role is explicit in the role holder's job description and that safeguarding responsibilities are identified explicitly in the job/role descriptions of every member of staff and volunteer.
- Has an effective child protection policy and procedures which reflects local circumstances.
- Has a procedure for dealing with allegations of abuse made against members of staff and volunteers including allegations made against the Headteacher and allegations against other children.
- Follows safer recruitment procedures that include statutory checks on the suitability of staff to work with children and disqualification by association regulations. Ensures that at least one of the persons who conducts an interview has completed appropriate training and may take advice from School Improvement Liverpool (SIL)– safeguarding team and the Liverpool Safeguarding Children Partnership LSCP.
- Develops an induction strategy that ensures all staff, including the Headteacher, and volunteers receive information about the school's safeguarding arrangements, Staff Behaviour Policy (Code of Conduct) and the role of the DSL on induction.
- Develops a training strategy that ensures all staff, including the Headteacher, and volunteers receive appropriate and regularly updated safeguarding and child protection training and updates as required (at least annually), to provide them with the relevant skills and knowledge to safeguard children effectively in line with any requirements of Liverpool Safeguarding Children Partnership (LSCP). The training strategy will also ensure that the DSL receives refresher training and regular updates as defined under the DSL's duties above.
- Appoints a designated teacher to promote the educational achievement of children who are looked after by the Local Authority and ensures that the designated teacher has appropriate training.
- Ensures that the school contributes to inter agency working and plans and that ensure that their safeguarding arrangements consider the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the SIL. This should include understanding and reflecting local protocols for assessment and the Liverpool Safeguarding Children Partnership (LSCP) threshold document along with supplying information as requested by the Liverpool Safeguarding Children Partnership (LSCP).
- Participates in the Early Help process and offers to initiate Early Help assessments for students/students with additional needs to provide a co-ordinated offer of early help.

- Teaches students about safeguarding and how to always keep themselves safe, including when online, as part of a broad and balanced curriculum.
- Ensure that the school follows guidance from the Child Exploitation Online Protection Centre (CEOP) in relation to cyber bullying and sexting.
- Ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including online safety and the requirement to ensure children are taught about safeguarding, including online safety that safeguarding training for staff, including online safety training, is integrated, aligned, and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

Whilst considering the above training requirements, governing bodies and proprietors should have regard to the Teachers' Standards<sup>31</sup> which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all students.

#### **The CEO/Executive Headteacher and Academy Headteachers:**

- Ensures that the child protection policy and procedures are understood and implemented by all staff.
- Allocates sufficient time, training, support, and resources, including cover arrangements when necessary, to enable the senior DSL and deputy to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings.
- Supports the designated teacher for looked after children to promote the educational achievement of any students who are looked after by the Local Authority and to ensure that all staff have the skills, knowledge and understanding necessary to keeping looked after children safe.
- Ensures that all staff feels able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures.
- Ensures that students are provided with opportunities throughout the curriculum to learn about safeguarding and how to always keep themselves safe, including when online, as part of a broad and balanced curriculum.
- Refers all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Local Authority Designated Officer (LADO) in the Local Authority within one working day prior to any internal investigation. (Careline 233 0853)
- Ensures that anyone who has harmed or may pose a risk of harm to a child is referred to the Disclosure and Barring Service, as advised by the Designated Officer.
- Appoints a case officer who will be a member of the senior leadership team to investigate allegations concerning members of staff and volunteers and/or act as a point of contact for the member of staff/volunteer against whom the allegation is made.

#### **4. The Designated Safeguarding Lead (DSL):**

- There is a senior DSL that is a member of staff from the school's leadership team and therefore has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff.
- Takes lead responsibility for safeguarding and child protection in the school, which will not be delegated although the activities of the DSL may be delegated to an appropriately trained deputy.
- Is appropriately trained, receives refresher training at two-yearly intervals and regularly (at least annually) updates their knowledge and skills to keep up with any developments relevant to their role.

- Acts as a source of support and expertise to the school community.
- Encourages a culture of listening to children and taking account of their wishes and feelings
- Is alert to the specific needs of children in need, those with special educational needs, looked after children and young carers.
- Has a working knowledge of Liverpool Safeguarding Children Partnership (LSCP) procedures.
- Will liaise with the three safeguarding partners and work with other agencies in line with [Working Together to Safeguard Children 2018](#) and [NSPCC When to call the police](#)
- Understands the Early Help process to ensure effective assessment and understanding of children's additional needs to inform appropriate provision of early help and intervention.
- Ensures that detailed written records of all concerns are kept, ensuring that such records are stored securely and flagged but kept separate from the student's general file
- Refers cases of suspected abuse to the MASH/ Children's Social Care or the Police as appropriate.
- Ensures that Children's Social Care are notified if a child with a child protection plan is absent for more than two days without explanation.
- Considers sharing child protection information with any new school or college in advance of a child leaving and transferring the child protection file.
- Ensures that when a pupil leaves the school, all child protection records are passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained. If the child is the subject of an open case to Children's Social Care, the pupil's social worker is also informed.
- Attends and/or contributes to child protection conferences, strategy meetings and multi-agency child sexual exploitation (MACSE) meetings.
- Coordinates the school's contribution to child protection plans as part of core groups, attending and actively participating in core group meetings.
- Facilitate access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.
- Develops effective links with relevant statutory and voluntary agencies including the Liverpool Safeguarding Children Partnership (LSCP)
- Ensures that all staff sign, to indicate that they have read and understood the child protection and safeguarding policy and staff behaviour policy (Code of Conduct).
- Has a working knowledge of relevant national guidance in respect of all specific safeguarding issues highlighted in Annex B of *Keeping Children Safe in Education September 2021*, ensuring that all staff receive necessary training, information, and guidance.
- Ensures that the child protection and safeguarding policy and procedures are regularly reviewed and updated annually, working with the whole school community of students, parents, staff, volunteers, and governors and/or proprietors regarding this.
- Liaises with the nominated governor and Head teacher as appropriate.
- Keeps a record of staff attendance at child protection training.
- Makes the child protection and safeguarding policy available publicly, i.e., on the school's website.
- Ensures that the Headteacher is aware of the responsibility, under *Working Together to Safeguard Children September 2018*, to refer all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Designated Officer (DO) in the Local Authority, within one working day prior to any internal investigation; and to the Disclosure and Barring Service (DBS) as appropriate.
- Ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with

consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility (please reference where this can be located).

- Ensure that when a looked after child is identified and the school is in receipt of pupil premium plus additional funding, then the designated teacher should work with the virtual school head to discuss how that funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.
- 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.
- Ensure that 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.

### **The Deputy Safeguarding Lead**

Is appropriately trained to the same level and, in the absence of the DSL, will carry out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of DSL, they will assume all the functions above.

### **5. Good practice guidelines and staff code of conduct**

To meet and maintain our responsibilities towards students we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

- Treating all students with respect.
- Setting a good example by conducting ourselves appropriately.
- Involving students in decisions that affect them.
- Encouraging positive, respectful, and safe behaviour among students.
- Being a good listener.
- Being alert to changes in students' behaviour and to signs of abuse and neglect and exploitation.
- Recognising that challenging behaviour may be an indicator of abuse.
- Reading and understanding the school's child protection policy, the behaviour for learning policy and the staff behaviour policy (Code of Conduct) and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, sexual exploitation, extremism, e-safety, children missing in education and information-sharing.
- Asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid.
- Maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of sexualised or derogatory language.
- Being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse.
- Applying the use of reasonable force and physical intervention only as a last resort and in compliance with school procedures.
- Referring all concerns about a pupil's safety and welfare to the DSL or, if necessary, directly to the Police or Children's Social Care.

- Following the school's rules about communication and relationships with students and use of social media and online networking.
- Following the school's rules about communication and relationships with students, including via social media

**Please also refer to the school's Code of Conduct for all staff and volunteers.**

## **6. Abuse of trust**

All school staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual.

This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

**The school's Staff Behaviour Policy (Code of Conduct) sets out our expectations of staff and can be found on the school website.**

## **7. Children who may be particularly vulnerable**

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability such as societal attitudes and assumptions including prejudice and discrimination; child protection procedures that are inadequately responsive to children's diverse circumstances; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual child's personality, behaviour, disability, and family circumstances.

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

- is disabled and has specific additional needs.
- has special educational needs (whether they have a statutory education, health and care plan).
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- is frequently missing/goes missing from care or from home.
- is misusing drugs or alcohol themselves.
- Is at risk of modern slavery, trafficking, abuse (including FGM) exploitation (including CSE).
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- has returned home to their family from care.
- is showing early signs of abuse and/or neglect.
- is at risk of being radicalised or exploited.
- is a privately fostered child.

And for children who are:

- Asylum seekers
- Living away from home
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations

- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability, or sexuality
- Do not have English as a first language
- At risk of forced marriage

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

### **8. Early Help process**

The school recognises that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life. All school staff are trained to notice any concerns about children which may help to identify that they would benefit from managing any support internally, an early help assessment or a referral to statutory services and understand the need to report concerns immediately to the DSL and safeguarding team. Staff are trained not to assume a colleague or another professional will act and share information that might be critical in keeping children safe.

Children and families may need support from a wide range of local agencies. Where a child and family would benefit from co-ordinated support from more than one agency (e.g., education, health, housing, Police), the school will use the Early Help Process to complete an early help assessment and identify what help the child and family require to prevent their needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The school is committed to working in partnership with children, parents, and other agencies to identify situations in which children and/or their families would benefit from early help.

- undertake an assessment of the need for early help, using the early help assessment and
- provide targeted early help services to address the assessed needs of a child and their family, developing a plan that will focus on activity to improve the child's outcomes.

The school will be particularly alert to the potential need for early help for any child who meets the criteria in section 7.

The Early Help process can only be effective if it is undertaken with the agreement of the child's parents/carers. The Early Help offer should involve the child and family as well as all the professionals who are working with them. Staff trained that can undertake an Early Help assessment include Mr Langley and Mr Rietdyk/or behaviours occur.

The school will keep the needs and circumstances of children receiving early help under constant review. If the child's situation does not improve and/or the child's parents and/or the child do not consent to early help or the Early Help assessment being initiated, the school will make a judgement about whether, without help, the needs of the child will escalate. If so, a referral to Children's Social Care may be necessary.

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

The designated safeguarding lead holds and uses this information as a matter of routine so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

## **9. Child protection procedures**

### **Recognising abuse**

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler. Abuse may be committed by adult men or women and by other children and young people. All staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

**There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.**

### **Physical abuse**

Physical abuse is a form of abuse which 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 (this used to be called Munchausen's Syndrome by Proxy but is now more usually referred to as fabricated or induced illness).

### **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether, or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (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**

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 because 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 caregivers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

*Definitions taken from Working Together to Safeguard Children (2018).*

## **10. Indicators of abuse**

Physical signs define some types of abuse, for example bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised.

The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For those reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the Designated Safeguarding Lead.

**It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused**

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures, or other injuries.
- show signs of pain or discomfort.
- keep arms and legs covered, even in warm weather.
- be concerned about changing for PE or swimming.
- look unkempt and uncared for.
- change their eating habits.
- have difficulty in making or sustaining friendships.
- appear fearful.
- be reckless regarding their own or other's safety.
- self-harm.
- frequently miss school or arrive late.
- show signs of not wanting to go home.
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn.
- challenge authority.
- become disinterested in their schoolwork.
- be constantly tired or preoccupied.
- be wary of physical contact.
- be involved in, or particularly knowledgeable about drugs or alcohol; and/or
- display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development.

- acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.

**It is very important that staff report all their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the child is at risk.**

### **11. Impact of abuse**

The impact of child abuse, neglect, and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy, and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

### **12. Online Safety**

Children and young people commonly use electronic equipment including mobile phones, tablets, and computers daily to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Tumblr, Snapchat and Instagram.

Many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G). Those technologies and the internet are a source of fun, entertainment, communication, and education. Unfortunately, however, some adults and young people will use those technologies to harm children. That harm might range from sending hurtful or abusive texts and emails to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Some children, whilst at school or college, sexually harass their peers via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content.

Students may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour, and criminal activity.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access those sites in school. Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access those sites in school. Many students own or have access to handheld devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. (E-safety policy can be found on the school's website). No access is given within school to inappropriate sites – either on our network or through own devices (as they are not permitted to be used on site and cannot access our internet).

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images (e.g., consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **Commerce:** -risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your students, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

The school's online safety policy can be accessed from the staff files and school website and explains how we try to keep students safe in school and protect and educate students in the safe use of technology. Cyberbullying and sexting by students will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our sexual exploitation policy or child protection procedures (see 'Sexting' below). All staff receive online safety training. The school's e-safety coordinator is Mrs J. Cassidy. Staff also receives advice regarding the use of social networking and electronic communication with students.

### **Remote learning**

Where children are being asked to learn online at home the School will follow the DfE advice as outlined in paragraph 127 of KCSiE 2021.

We have the appropriate level of security protection procedures in place, to safeguard our systems, staff and learners and we review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

We refer to the additional information to keep children safe online in Annex D of KCSiE 2021.

### **Children and online safety away from school and college**

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the MAT code of conduct and comply with the Government [guidance on safeguarding and remote education](#) which supports schools to plan lessons safely.

Childwall Sports and Science Academy will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

School will ensure that parents and carers are aware of the importance of children being safe online. This includes emphasising the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

The following may be of use to parents and carers in ensuring that the children are safe whilst online at home:

[Internet matters](#) - provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world.

[Net-aware](#) - for support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games.

[Parent info](#) - is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations.

[Thinkuknow](#) - for advice from the National Crime Agency to stay safe online

[Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.

[Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation.

[UK Safer Internet Centre](#) has tips, advice, guides, and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services.

The Government has also provided:

[support for parents and carers to keep children safe from online harms](#), includes advice about specific harms such as online child sexual abuse, sexting, and cyberbullying

[support to stay safe online](#) includes security and privacy settings, blocking unsuitable content, and parental controls

Children who are being asked to work online can raise any concerns whilst online. As well as reporting routes back to school, parents and students can also raise concerns online:

[Childline](#) - for support

[CEOP](#) - for advice on making a report about online abuse

[UK Safer Internet Centre](#) - to report and remove harmful online content

### **Virtual Lessons and Live Streaming**

Considerations regarding online etiquette and safety are shared with staff, students, and parents. The following points are to be forwarded for any live lessons provided by staff.

- No 1:1s, groups only
- Staff and students should sit against a neutral background
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- A check should be made that any other tabs which are open in the browser would be appropriate for a child to see, if sharing the screen
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with students
- Staff should record, the length, time, date, and attendance of any sessions held.

## **Supporting children not in school**

Childwall Sports and Science Academy is committed to ensuring the safety and wellbeing of all its children and young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a communication plan is in place for that child or young person.

The communication plans can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Childwall Sports and Science Academy and its DSLs will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan will be reviewed and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

Childwall Sports and Science Academy recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of students and their parents/carers. Teachers at Childwall Sports and Science Academy need to be aware of this in setting expectations of students' work where they are at home.

## **13. Specific Safeguarding issues**

### **COVID 19:**

Childwall Sports and Science Academy will continue to be a safe space for children to attend and flourish.

Childwall Sports and Science Academy will refer to the Government guidance for education and childcare settings on whether to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Where Childwall Sports and Science Academy has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will discuss them immediately with the trust.

To help ensure that the risk of virus spread for both staff and children is as low as possible, we will be:

- telling children, parents, carers, or any visitors, such as suppliers, not to visit the education or childcare setting if they are displaying any symptoms of coronavirus (COVID-19)
- asking parents not to come on to the premises other than to drop off or collect their child
- ensuring all staff and children are encouraged to wash their hands with soap and water for 20 seconds frequently, and are encouraged not to touch their face, while using a tissue or elbow to cough or sneeze and using bins for tissue waste.
- increasing cleaning of surfaces in classrooms, including desks and handles, and within toilet blocks and changing rooms, adhering to [guidance on cleaning of non-healthcare settings](#). This information can be found at <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>

We will continue to work in partnership with Merseyside Police. We are committed to publishing information produced by Merseyside Police in relation to COVID 19 to protect and safeguard our school community. We will also be reporting to the Police any information we receive as a school that may involve any criminal activity that is taking place including anti-social behaviour outside of school.

### **Support from the Multi-Academy Trust**

The Multi-Academy Trust (MAT) Central Safeguarding Team will provide support and guidance as appropriate to enable the DSL to carry out their role effectively.

The LA Designated Safeguarding Leaders for Education, Phil Cooper and Nicky Noon will provide direct support for Designated Leads across all schools in Liverpool.

### **Useful Contacts:**

<b>NAME</b>	<b>TELEPHONE NUMBER</b>
We are with you	0151 706 7888
Bully Busters	0800 169 6928
CAMHS (single point of access)	0151 282 4527
CATCH 22 CE	0151 546 5120
Channel Co-ordinator Claire Wright	0151 777 8328
Children Missing Education Co-ordinator C	cme@liverpool.gov.uk
Virtual Head teacher	0151 233 2289
Housing Options	<b>0151 233 3000</b>
Local Solutions	<b>0151 709 0990</b>
Local Authority Designated Officer (LADO) Ray Said	0151 233 0853 <a href="mailto:ray.said@liverpool.gov.uk">ray.said@liverpool.gov.uk</a> <a href="mailto:carelinechildrenservices@liverpool.gov.uk">carelinechildrenservices@liverpool.gov.uk</a>
Merseyside Police	101/emergency 999
Multi-Agency Safeguarding Hub (MASH)	0151 233 3901
Out of Hours Service	0151 233 3700
Parenting 2000	0151 286 7808
Rape & Sexual Abuse Centre [RASA]	0151 558 1801
Liverpool Women & Children's Aid	0151 922 8606
VENUS	<b>0151 474 4744</b>

### **Contacts for children who go to school in Liverpool but live in neighbouring Local Authorities**

<b>Local Authority</b>	<b>Telephone number</b>	<b>Out of hours</b>
Knowsley MASH	0151 443 2600	0151 443 2600 (same as MASH)
Lancashire Care Connect	<b>0300 123 6720</b>	0300 123 6722
Liverpool Care Line	0151 233 3700	0151 233 3700 (same as Care Line)

### **Further Support:**

The Department for Education COVID-19 helpline is available to answer questions.

## **DfE coronavirus helpline**

Email: [DfE.coronavirushelpline@education.gov.uk](mailto:DfE.coronavirushelpline@education.gov.uk)

Telephone: 0800 046 8687

Lines are open Monday to Friday from 8am to 6pm and weekends 10am to 4pm.

If you work in a school, please have your unique reference number (URN or UK PRN) available when calling the hotline.

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings>

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

[Children's guide to coronavirus](#) which aims to answer children's questions about coronavirus, tell children how to stay safe and protect other people and how to help them make the best of their time at home. [This can be found at](#)

<https://www.childrenscommissioner.gov.uk/publication/childrens-guide-to-coronavirus/>

Sefton SSCP for the most up-to-date safeguarding information. You can access this at <https://seftonSSCP.org.uk/SSCP>

## **Peer on peer abuse**

All staff recognise that children can abuse other children. It can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer-on-peer abuse and know how to identify it and respond to reports.

All staff understand that even if there are no reports, it does not mean it is not happening, it may be the case that it is just not being reported. If staff have any concerns regarding peer-on-peer abuse, they will speak to the designated safeguarding lead (or deputy).

All staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Abusive behaviour by one child towards another **will not be tolerated**, minimised, or dismissed as 'banter' 'just having a laugh' or 'part of growing up'.

Staff have an awareness of the safeguarding issues that can put children at risk of harm. They are aware that safeguarding issues can manifest themselves via peer-on-peer abuse.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse.

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery).
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the school's or college's policy and procedures with regard to peer-on-peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

Staff are clear as to our policy and procedures with regards to peer-on-peer abuse.

Staff will be mindful of the different gender issues that can be prevalent when dealing with peer-on-peer abuse although it is recognised that boys as well as girls can be abused by members of the opposite as well as the same gender group.

Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures.

To minimise the risk of peer-on-peer abuse, the school uses assemblies, form time, the curriculum, posters, and the daily bulletin for the promotion of a tolerant and respectful school culture and environment. It also has a robust response when behaviour is identified.

### **Children with harmful sexual behaviour**

The school recognises that children's sexual behaviour exists on a wide continuum, from normal and developmentally expected, to inappropriate, problematic, abusive, and violent. Problematic, abusive, and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. This behaviour is deemed as "harmful sexual behaviour". Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two.

Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

The following advice is recommended when dealing with reports of harmful sexual behaviour: NSPCC: Harmful sexual behaviour: Rape Crisis, Survivors Trust, NICE guidance, The University of Bedfordshire, The Brook sexual behaviours traffic light tool.

Harmful sexual behaviour will be considered as a child protection concern and reported to Children's Social Care

Members of staff who become concerned about a pupil's sexualised behaviour, including any known online sexualised behaviour, should record their concerns and report them to the DSL as soon as possible, as with any other safeguarding concern.

Any instances of children with harmful sexual behaviour will be discussed with Children's Services.

In circumstances where a child displays sexualised inappropriate behaviour but evidence of sexual harm towards other children is not clear-cut, the school may seek consultation and advice from children's social care and/or the Education Safeguarding Manager.

In deciding the most appropriate response, relevant considerations will include:

- the nature and extent of the inappropriate/abusive behaviours. In respect of sexual abuse, it is necessary to distinguish between normal childhood sexual development and experimentation, and sexually inappropriate or aggressive behaviour.
- the context of the abusive behaviours.
- the child/young person's development, family, and social circumstances.
- the need for services, specifically focusing on the child/young person's harmful behaviour as well as other significant needs; and/or
- the risks to self and others, including other children in the school, household, extended family, peer group and wider social network.

The school is committed to participating in plans both to provide students who are at risk from other children and those students who may present a risk to other children with appropriate services to address any concerns and, wherever possible, to facilitating ongoing access to education in school for all children concerned, subject to appropriate risk assessments and risk management plans.

In addition, staff are aware of the consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

### **Sexting**

As with all other actual or possible safeguarding issues and concerns, staff should not make their own judgements about whether a 'sexting' issue is more or less serious enough to warrant a report to the safeguarding team. What may seem like less serious concerns to individual members of staff may be more significant when considered in the light of other information known to the DSL/safeguarding team, which the member of staff may not be aware of.

If staff become concerned about a 'sexting' issue in relation to a device in the possession of a student (e.g., mobile phone, tablet, digital camera), a member of the safeguarding team should secure the device (i.e., it should be confiscated). This is consistent with DfE advice **Searching, Screening and Confiscation - Advice for Headteachers, school staff and governing bodies (DfE February 2014)**, page 11 'After the search'.

The DSL/safeguarding team member will make a judgement about whether the reported 'sexting' incident is experimental as in section 12 above or aggravated.

Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by young people. These include possible adult involvement or criminal or abusive behaviour by young people such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a young person who is pictured.

Aggravated incidents of sexting will usually be referred to Sefton's Multi-Agency Safeguarding Hub (MASH) for advice about whether a response by the Police and/or Children's Social Care is required. This will facilitate consideration of whether:

- there are any offences that warrant a police investigation.
- child protection procedures need to be invoked.
- parents/carers require support to safeguard their children.
- a multi-agency sexual exploitation (MASE) meeting is required.

- any of the perpetrators and/or victims require additional support. This may require the initiation of early help services.

#### **Examples of aggravated incidents include:**

- any evidence of pressurising, intimidating, bullying, extortion and/or threatening of students by one or more other students to create and share indecent images of themselves.
- pressure applied to several students (e.g., all female students in a class or year group) to create and share indecent images of themselves.
- pressurising a younger student or students to create and share indecent images of themselves.
- pressurising a student with additional vulnerability to create and share indecent images of themselves.
- dissemination of indecent images of young people to a significant number of others (either as an act of so-called 'revenge porn' or exploitation).
- any evidence of adult involvement in acquiring, creating, or disseminating indecent images of young people (possibly by an adult pretending to be a young person known to the victim).

The DSL/member of the safeguarding team will make a judgement about whether or not a situation in which indecent images have been shared with a small number of others in a known friendship group with no previous concerns constitutes an aggravated incident; or whether the school is able to contain the situation in partnership with all parents of the students involved, arrange for the parents to ensure that all indecent images are deleted and that the young people involved learn from the incident in order to keep themselves safe in future.

In the latter instance, the DSL/member of the safeguarding team will usually consult with the Police and/or Children's Social Care through the MASH to check that no other relevant information is held by those agencies and to ensure an agreed response is documented before proceeding.

#### **Serious Violence**

Indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- being male
- increased absence from school
- being permanently excluded from school
- a change in friendships or relationships with older individuals or groups,
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing
- or signs of assault or unexplained injuries.
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.
- having experienced child maltreatment
- having been involved in offending, such as theft or robbery

School will refer to advice from the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

#### **Upskirting**

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not

necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.

It is a criminal offence.  
Anyone of any gender, can be a victim.

### **Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's well-being and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be recorded and will be managed through our anti-bullying procedures.

If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Head teacher and the DSL, members of the safeguarding team or pastoral teams will consider implementing early help or child protection procedures.

### **Mental Health**

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem; however, staff continually observe children day-to-day and can identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

If staff have a mental health concern about a child that is also a safeguarding concern, action will be taken, following school procedure to report a concern. The safeguarding team will follow the advice and guidance contained within publications such as Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools.

In line with "Transforming children and young people's mental health provision: a green paper" our school have identified and trained a Senior Mental Health Lead. Through partnership working with the new Mental Health in School's Team and Sefton School Nurse Service, mental health needs are supported in school or assessed and supported with onward referral to appropriate services if needed.

We also address emotional mental health and well – being by utilising resources that include:

- [Mental health toolkit for schools, Anna Freud National Centre for Children and Families \(Adobe pdf file\)](http://www.annafreud.org/media/4612/mwb-toolki-final-draft-4.pdf)  
<http://www.annafreud.org/media/4612/mwb-toolki-final-draft-4.pdf>
- [MindED \(a free educational resource for children and young people's mental health\)](https://www.minded.org.uk/)  
<https://www.minded.org.uk/>
- [A guide to mental health services in England, NHS](http://www.nhs.uk/NHSEngland/AboutNHSservices/mental-health-services-explained/Pages/about-childrens-mental-health-services.aspx)  
<http://www.nhs.uk/NHSEngland/AboutNHSservices/mental-health-services-explained/Pages/about-childrens-mental-health-services.aspx>

- [Rise Above](#) contains links to materials and lesson plans.

### **Children and the court system**

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. If school is made aware that any student is involved in this difficult experience, the Ministry of Justice online child arrangements information tool will be utilised. This contains clear and concise information on the dispute resolution service.

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11-year-olds and 12-17-year-olds, both of which are available at [www.gov.uk](http://www.gov.uk). The school will refer to these if made aware that any student is required to give evidence in court.

### **Children with family members in prison**

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health. If school is aware that any student is involved in this difficult experience, the advice provided by NICCO (National Information Centre on Children of Offenders) will be utilised to support children, to help mitigate negative consequences.

### **Child criminal exploitation: County Lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

The school is situated in a relatively rural area and as such, staff are aware that any children in school, regardless of age or gender, could be affected by this exploitation and therefore could be involved in this activity. Staff are aware that there can still be exploitation, even if the activity appears consensual and:

- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence.
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Staff will be vigilant to the signs of being involved with county lines exploitation, such as missing episodes of schooling, but realise that signs are often hidden. If this activity is suspected, a referral to the National Referral Mechanism will be considered.

Annex A of Keeping Children Safe in Education 2021 will be referred to for advice and guidance should county lines be suspected.

### **Domestic abuse**

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological.
- physical.
- sexual.
- financial; and

- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. As with all other forms of abuse, staff remain vigilant for any signs which may suggest a child is suffering from domestic abuse. Any suspicions of possible abuse will be reported following the referral process and responded to, following the same process and procedures.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

[NSPCC- UK domestic-abuse Signs Symptoms Effects Refuge](#)  
[what is domestic violence/effects of domestic violence on children](#)  
[Safelives: young people and domestic abuse](#)

Annex B of Keeping Children Safe in education 2021 will be referred to for advice and guidance.

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. If there is any reason to believe that a child may be or become homeless, the designated safeguarding lead (or a member of the safeguarding team, when delegated by the designated lead) will follow the referral routes for the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. In most cases staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it is recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. The statutory guidance on the provision of accommodation for 16- and 17-year-olds who may be homeless and/ or require accommodation will be referenced and followed in these cases.

### **So-called 'honour based' abuse**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of a family and/or community. Such crimes include Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Staff will be alert to the possibility of a child being at risk of HBV or already having suffered HBV.

All forms of so-called HBV are abuse (regardless of the motivation) and staff will record and report any concerns about a child who might be at risk of HBV to the DSL/member of the safeguarding team as with any other safeguarding concern. The safeguarding team member will consider the need to make a referral to the Police and/or Children's Social Care as with any other child protection concern.

### **Female Genital Mutilation**

Female genital mutilation (FGM) is a form of child abuse. It is the collective name given to a range of procedures involving the partial or total removal of the external female genitalia for non-medical reasons or other injury to the female genital organs. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out

without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupil about going on a long holiday during the summer vacation period.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both. (See <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines> for further information).

If staff has a concern that a girl may be at risk of FGM, they will record their concern and inform the DSL as they would any other safeguarding concern.

Teachers are subject to a statutory duty defined by Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) to report to the Police personally where they discover (e.g., by means of a disclosure) that an act of FGM appears to have been carried out on a girl who is aged under 18. This is known as mandatory reporting.

Teachers in that situation will record their concerns and inform the DSL/member of the safeguarding team, who will support the teacher in making a direct report to the Police.

### **Forced Marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered 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 a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage

Children may be married at a very young age and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England. The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, which will be followed in any cases of suspected or actual forced marriage. <https://www.gov.uk/forced-marriage>

### **14. Attendance**

We recognise that full attendance at school is important to the well-being of all our students and enables them to access the opportunities made available to them at school. Attendance is monitored closely. Our attendance policy is set out in a separate document and is reviewed regularly by the governing body.

### **15. Children Missing from Education**

All staff should be aware that children going missing, particularly repeatedly, A child going missing from education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of

travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Staff are aware of the unauthorised absence and children missing from education procedures. The DSL will monitor unauthorised absence, particularly where children go missing on repeated occasions. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. The local authority procedures for children missing from education are followed.

Where reasonably possible, more than one emergency contact number for each pupil is centrally held. This allows the school to contact a responsible adult when a child missing in education is also identified as a welfare and/or safeguarding concern.

If a pupil is withdrawn from the school having not reached the normal date for transfer, due to a family move or any other reason, all efforts will be made to identify any new address and the school to which they are being admitted and to ensure that their education records are sent without delay to the child's new school. If the parent/carer fails to provide this information, an urgent referral will be made to the Children Missing Education Coordinator in order that they make further enquiries. If the school receives education records concerning a child who is not registered with us, the records will be returned promptly to the sending school with a note, advising them to refer to their LA's Children's Services Department.

A child's name will only be removed from the schools' admission register in accordance with the Pupil Registration regulations or with the authorisation of the Local Authority CME Coordinator Carole Blundell, who can be contacted on 0151 934 3181 or alternatively [carole.blundell@sefton.gov.uk](mailto:carole.blundell@sefton.gov.uk)

All additions to or deletions from the school roll will trigger the completion of the Common Transfer File (CTF) which will be downloaded to the appropriate database via the S2S system with regard to students leaving the school, but the destination is not known. In this case the CME coordinator must be contacted, and the CME procedures instigated.

### **16. Children who run away or go missing from home or care**

The school/college recognises that children who run away or go missing - and are thus absent from their normal residence - are potentially vulnerable to abuse, exploitation, offending and placing themselves in situations where they may suffer physical harm.

*Keeping Children Safe in Education September 2021 highlights that 'Statutory Guidance on Children who Run Away or go Missing from Home or Care' (DfE 2014) requires that every child or young person who runs away or goes missing must be offered a Return Home Interview (RHI) within a period of 72 hours of their return.*

RHI's are intended to ascertain the factors that triggered the young person's absence. Those factors may include difficulties at home, in school and in the community. The short timescale of 72 hours is imposed to ensure that the RHI remains relevant to the young person and enables any required action to be initiated at the earliest opportunity. RHI's are undertaken by professionals who are independent to facilitate a discussion with the young person that is as open as possible.

As soon as the Local Authority receives notification that a young person has gone missing from home or care, contact will be made to parents/carers seeking their consent to a RHI with their son/daughter. Direct contact will then be made with parents/carers and the young person to plan for the interview.

To fulfil the timescale of within 72 hours, it is essential that all opportunities to interview young people including times during the school/college day are utilised. When necessary and in conjunction with the Local Authority, the school/college will facilitate RHIs, both in terms of

releasing the young person from their normal timetable to participate in an interview and in providing an appropriate and safe space on the school/college site for the interview to take place.

The school/college will check with the Local Authority whether parents/carers have given their consent to the interview. However, young people aged 16 and 17 years old are generally considered to be able to consent and withhold consent to their own information being shared and therefore to participate in a RHI or not.

With reference to the Fraser Guidelines, younger children may also be deemed able to consent. If the Local Authority has not received consent from parents/carers and the young person is not assessed as being capable of giving or withholding informed consent, the school/college will contact the parent/carer and seek to secure their consent. Parents/carers may also choose to accompany their son/daughter in interviews and the school/college will facilitate that as appropriate.

### **17. Contextual Safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, especially the DSL (or deputy), should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding. Assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. It is important that staff provide as much information as possible as part of the referral process. Additional information regarding contextual safeguarding can be found here:

<https://contextualsafeguarding.org.uk/assets/documents/Contextual-Safeguarding-Briefing.pdf>

### **18. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

#### **Child criminal Exploitation (CCE)**

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be

aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Further information about CCE including definitions and indicators is included in Annex B of Keeping Children Safe in Education 2021.

### **Child Sexual Exploitation (CSE)**

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g., through others sharing videos or images of them on social media.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or 10 females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to the trafficking of children.

The school teaches children about consent and the risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often does not recognise the coercive nature of the relationship and does not see her/himself as a victim. The child may initially resent what she/he perceives as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation of children and all concerns are reported immediately to the DSL/member of the safeguarding team. The relevant safeguarding team member will follow the advice and guidance in Annex B of Keeping Children Safe in Education 2021 and will consider the need to make a referral to Children's Social Care via the MASH (see section 33 below) as with any other child protection concern and with reference to Sefton SSCP Child Sexual Exploitation procedures. Parents will be consulted and notified as above.

Following a referral to Children's Social Care, a Multi-Agency Sexual Exploitation (MASE) meeting may be convened under Sefton SSCP inter-agency safeguarding procedures. The school will attend and share information at MASE meetings as required. Parents and young people will be invited to attend MASE meetings by Children's Social Care as appropriate.

## **19. Child on Child Sexual Violence and Sexual Harassment**

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect the educational attainment. It is important that all victims are taken seriously and offered appropriate support

Staff are aware of what sexual violence and sexual harassment might look like, will be alert to it and understand what to do if they have a concern or receive a report

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It can happen inside or outside school and online.

**Sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.**

Sexual violence and sexual harassment will not be dismissed as “banter”, “part of growing up”, “just having a laugh” or “boys being boys.”

The detailed advice and guidance in Keeping Children Safe in Education 2021, paragraphs 428 – 464 will be referred to for staff training, awareness, education and in the event of a report.

If sexual violence and/or harassment does occur, all students will be able to ask for help and know that incidents will be dealt with promptly and effectively.

**Anyone** who knows or suspects that sexual harassment and/or violence is happening is expected to report it to a member of staff.

If there is “reasonable cause to suspect that a child is suffering or is likely to suffer significant harm” then this should be directly referred to the Safeguarding Team (Working Together to Safeguard Children 2018) (Children Act 1989).

### **Definition of sexual violence**

When referring to sexual violence we are referring to child on child sexual violence and refer to the sexual offences under the **Sexual Offences Act 2003**. Sexual offences include rape, assault by penetration and sexual assault. Reports of rape, assault by penetration, or sexual assault will be reported to the police, as these are crimes.

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus, or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

### **Definition of sexual harassment between children**

NB: A ‘child’ is anyone under the age of 18. However, this policy also protects any adult student, on roll, who is engaged in full time education at Childwall Sports and Science Academy School.

The Department for Education determines sexual harassment to mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment.

Childwall Sports and Science Academy recognises that if sexual harassment can occur, this can create an atmosphere that, if not challenged, can normalise inappropriate behaviours and

provide an environment that may lead to sexual violence. Childwall Sports and Science Academy will not accept or tolerate sexual harassment or sexual violence between children. We understand that sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

### **Examples of sexual harassment**

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (this should be considered if it crosses a line into sexual violence)
- grabbing bottoms, breasts and genitalia and flicking bras and lifting skirts.
- displaying pictures, photos, or drawings of a sexual nature
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats.
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - non-consensual sharing of sexual images and videos.
  - sexualised online bullying
  - unwanted sexual comments and messages, including, on social media; and
  - sexual exploitation; coercion and threats.

### **Definition of consent**

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom.

Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal, or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16
- sexual intercourse without consent is rape.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment exist on a continuum and may overlap. They can occur online and offline (both physical and verbal). They are never acceptable.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to

ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

### **Victims and alleged perpetrators**

There are many ways to describe children who have been subjected to sexual violence and/or sexual harassment and many ways to describe those who are alleged to have carried out any form of abuse.

For the purposes of this policy, we use the term 'victim'. It is a widely recognised and understood term. We recognise that not everyone who has been subjected to sexual violence and/or sexual harassment considers themselves a victim or would want to be described in this way. We will be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable.

For the purpose of this policy, we use the term 'alleged perpetrator' and where appropriate 'perpetrator'. We recognise that consideration will be given to using this terminology when speaking in front of children.

### **Responding to reports of sexual violence and sexual harassment**

All reports of sexual violence and sexual harassment will be passed immediately to the safeguarding team and DSL. An immediate investigation will commence.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Confidentiality cannot be promised at this initial stage as it is very likely a concern will have to be shared further to discuss next steps. Staff should only share the report with those people who are necessary to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to.

The person to whom the child discloses should be supportive and respectful of the child; listen carefully to the child, be non-judgmental, be clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.

It is essential a written record is made; only recording the facts as the child presents them. The notes should not reflect the opinion of the note taker. These notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation.

If possible, reports will be managed with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). It is important that the designated safeguarding lead (or deputy) is informed of the report as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

A key consideration for staff is not to view or forward illegal images of a child when this included in a report.

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The

risk and needs assessment should consider:

- the victim, especially their protection and support.
- the alleged perpetrator; and
- all the other children and staff especially any actions that are appropriate to protect them.

Risk assessments should be recorded (written or electronic) and should be kept under review. The designated safeguarding lead (or a deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

Any report of sexual violence and/or sexual harassment will be carefully considered. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's or college's initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered.
- the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour.
- the ages of the children involved.
- the developmental stages of the children involved.
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature, or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse.
- are there ongoing risks to the victim, other children, adult students or school or college staff; and
- other related issues and wider context (contextual safeguarding)

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/affected). The actions following a report of sexual violence or sexual harassment will follow the guidance as presented in *Keeping Children Safe in Education September 2021 (Part 5 and Sexual Violence and sexual Harassment between children in schools and colleges May 2018)*.

### **Preventative measures**

It is understood that sexual violence and sexual harassment can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language. Therefore, a whole school approach, especially preventative education is important. This is delivered through the school's SMSC and PHSE curriculum.

### [Sexual Harassment Between Children in Schools and Colleges 2018](#)

## **20. The Prevent Duty**

All schools are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

This duty is known as the Prevent duty.

The Prevent duty is seen as part of the school's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. The school will refer to and

follow all advice and guidance presented in *Keeping Children Safe in Education September 2021 (Annex A, pages 83 and 84)* and in the 'revised Prevent duty guidance' published by Gov.uk.

### **Preventing radicalisation**

Children are vulnerable to extremist ideology and radicalisation. Like protecting children from other forms of harms and abuse, protecting children from this risk is part of our safeguarding approach.

**Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may need help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, this may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. The school is committed to preventing students from being radicalised and drawn into any form of extremism or terrorism. The school promotes the values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs by providing students with opportunities through the curriculum to discuss issues of religion, ethnicity and culture and learn how to discuss and debate points of view; and by ensuring that all students are valued and listened to within school.

School staff receives training that provides them with both the information they need to understand the risks affecting children and young people in this area; and a specific understanding of how to identify individual children who may be at risk of radicalisation and how to support them. Staff are trained to report all concerns about possible radicalisation and extremism to the DSL immediately as they would any other safeguarding concern.

The school will discuss any concerns about possible radicalisation identified in school with a child's parents/carers as with any other safeguarding or child protection issue unless there is reason to believe that doing so would place the child at risk; and will also support parents/carers who raise concerns about their children being vulnerable to radicalisation.

The school expects all staff, volunteers, governors, visiting professionals, contractors and individuals or agencies that hire school premises to behave in accordance with the school's Staff Behaviour Policy (code of conduct), will challenge the expression and/or promotion of extremist views and ideas by any adult on school premises or at school events and, when necessary, will make appropriate referrals in respect of any such adult.

Parents and staff may find the website [www.educateagainsthate.com](http://www.educateagainsthate.com) informative and useful. The website is designed to equip school and college leaders, teachers and parents with the information, tools, and resources they need to recognise and address extremism and radicalisation in young people and how best to support them. The website provides information on training resources for teachers, staff and school and college leaders.

Annex B of Keeping Children Safe in Education 2021 will be referred to for advice and guidance.

## **21. Taking Action**

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "It could happen here".

Key points for staff to remember when taking action are:

- in an emergency take the action necessary to help the child, for example, call 999.
- verbally report your concern to a member of the safeguarding team as quickly as possible – immediately when there is evidence of physical or sexual abuse and certainly not left until the end of the day as the risk to the child may be from home.
- do not start your own investigation.
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends, or family.
- complete a record of concern, using the concerns form; and
- seek support for yourself if you are distressed or need to debrief.

If a member of staff or volunteer is concerned about a pupil's welfare.

There will be occasions when staff may suspect that a pupil may be at risk but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example a parent has moved out, a pet has died, a grandparent is very ill, or an accident has occurred. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should use the same record of concern form to record these early concerns after verbally reporting concerns to a member of the safeguarding team. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL/member of the safeguarding team.

Concerns which do not meet the threshold for child protection intervention will be managed through the Early Help process as in section 7 of this policy.

## **22. If a pupil discloses to a member of staff or volunteer**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual. Their abuser may have threatened what will happen if they tell. They may have lost all trust in adults. Or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the pupil know that they must pass the information on** – staff are not allowed to keep secrets/confidentiality. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, but if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with students, staff will:

- allow them to speak freely.

- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener.
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- not be afraid of silences – staff must remember how hard this must be for the pupil.
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this; (however, it is reasonable to ask questions to clarify understanding and to support a meaningful referral if that is required, e.g., when did this happen, where did this happen?)
- at an appropriate time tell the pupil that to help them, the member of staff must pass the information on.
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong.
- tell the pupil what will happen next.
- let them know that someone (either you or another named person from the safeguarding team) will come to see them before the end of the day.
- report verbally to the DSL or a member of the safeguarding team.
- write up their conversation as soon as possible on the record of concern form and hand it to the DSL/member of the safeguarding team; and
- seek support if they feel distressed or need to debrief.

### **23. Notifying parents**

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively, and the DSL/member of the safeguarding team will contact the parent in the event of a concern, suspicion, or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will be sought first from Children’s Social Care.

### **24. Making a referral to Children’s Social Care**

The DSL/member of the safeguarding team will make a referral to Children’s Social Care if it is believed that a pupil is suffering or is at risk of suffering significant harm (see Section 47 ‘Submitting child protection referrals’)

**However, *Keeping Children Safe in Education 2021* emphasises that any member of staff may make a direct referral to Children’s Social Care if they genuinely believe independent action is necessary to protect a child.**

The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child or create undue delay.

### **25. Submitting child protection referrals**

All child protection referrals should be made, via a member of the safeguarding team, to the Multi Agency Safeguarding Hub (MASH) by completing an online Multi-Agency Referral and submitting it to the MASH. All urgent child protection referrals, i.e., where there is an immediate concern about a child’s safety, should be made in the first instance by telephoning the MASH on 0345 140 0845. This should be followed by submission of a form as above. Consultation with the MASH team prior to a referral being made can be made via 0151 934 4388.

Outside of office hours, immediate concerns about a child should be referred to the Emergency Duty Team on telephone number 0151 920 8234.

If staff are ever concerned that a child is in immediate danger, they will contact the Police by dialling 999.

## **26. Staff reporting directly to child protection agencies**

Staff should ordinarily follow the reporting procedures outlined in this policy. However, as emphasised in *Keeping Children Safe in Education 2016*, any staff member can refer their concerns directly to Children's Social Care and/or the Police if:

- the situation is an emergency and the DSL, deputy DSL, safeguarding team members, the Head teacher and/or the chair of governors are all unavailable.
- they are convinced that a direct report is the only way to ensure the pupil's safety; or
- for any other reason they make a judgement that a direct referral is in the best interests of the child.

In any of those circumstances, staff may make direct child protection referrals and share information without being subject of censure or disciplinary action. However, staff should inform the DSL and/or Headteacher at the earliest opportunity that they have done so unless in their judgement doing so would increase the risk of harm to the child.

If in any doubt, members of staff may consult the MASH (details below) or seek support from the Education Safeguarding Manager via 0151 934 3359.

## **27. Helping children to keep themselves safe**

*Keeping Children Safe in Education September 2021* requires governing bodies and proprietors to ensure that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a 'broad and balanced curriculum.'

Children are taught to understand and manage risk through our Personal, Social, Health and Economic (PSHE) education and Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), Citizenship and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The school continually promotes an ethos of respect for children and students who are encouraged to speak to a member of staff of their choosing about any worries they may have. They are taught to recognise risks in different situations and then decide how to behave responsibly through the Prevent Programme. "Teaching approaches that help to build resilience to extremism among young people". That work will include discussions with children about the risks and issues associated with young people sending, receiving and/or disseminating indecent images of themselves and other young people, which are widely referred to as 'sexting'.

Staff are trained to be vigilant and to notice and record any concerns about young people sending and receiving indecent images, which includes listening to what young people say to each other and to staff, as they do with any other safeguarding concern. When concerns are identified, staff will always speak to children and will inform parents about their concerns unless there is good reason to believe that doing so would place the child at increased risk of

significant harm. The DSL and safeguarding team will also need to consider the Fraser guidelines in making a judgement about whether to respect a young person's request not to inform his/her parents/carers.

## **28. Support for students, families and staff involved in a child protection issues**

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support students, their families, and staff by:

- Taking all suspicions and disclosures seriously.
- Nominating a link person from the safeguarding team who will keep all parties informed and be the central point of contact
- Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest.
- Responding sympathetically to any request from students or staff for time out to deal with distress or anxiety.
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
  - Storing records securely.
  - Offering details of helplines, counselling, or other avenues of external support.
  - Following the procedures laid down in our child protection, whistleblowing, complaints, and disciplinary procedures.
  - Co-operating fully with relevant statutory agencies.

## **29.Complaint's procedure**

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action.

Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by the Headteacher, other members of the senior leadership team and governors. An explanation of the complaint's procedure is on the website for parents and students to access.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures. Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedure

## **30. If staff have concerns about a colleague**

Staff who are concerned about the conduct of a colleague, including visiting professionals, supply staff and volunteers, towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood a situation and they will wonder whether a report could jeopardise a colleague's career. All staff must remember that the welfare of the child is paramount.

The school's **whistleblowing** policy enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

Staff are expected to report all concerns about poor practice or possible child abuse by colleagues - including what may seem minor contraventions of the school's Staff Behaviour Policy (Code of Conduct) – to the Headteacher; to facilitate proactive and early intervention in

order to maintain appropriate boundaries and a safe culture that protect children and reduce the risk of serious abuse in school.

As a first step, staff should normally raise concerns with their immediate manager or the Headteacher if staff feel uncomfortable in discussing the issue with someone working near them. Staff may choose to raise the concern in writing, but it is helpful to all concerned if an initial and informal discussion can take place in the first instance. This depends, however on the seriousness and sensitivity of the issues involved and who is thought to be involved in the malpractice. Concerns or complaints about the Headteacher should be reported to the chair of governors – the procedure for doing this is as follows: -

Staff may contact the Chair of Governors directly. Information about how to contact the Chair of Governors is displayed in the staffroom. Staff may also report concerns about suspected abuse or neglect directly to Children’s Social Care or the Police if they believe direct reporting is necessary to secure action. Contact numbers for both services are displayed in the staff room. Staff can also contact the Designated Officer in the Local Authority, who is responsible for the coordination of responses to allegations against people who work with children, by contacting Careline on **0151 233 3700**.

The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 between 8.00 a.m. and 8.00p.m. Monday to Friday or email ‘help@nspcc.org.uk’. Contact numbers for Children’s Social Care, the Police and the DO for the Local authority and the NSPCC whistleblowing helpline are all displayed in the staff room.

### **31. Allegations against staff**

When an allegation is made against a member of staff, including supply staff, set procedures as stated in *Keeping Children Safe in Education September 2021* part 4, must be followed.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress.

Suspension is not the default option and alternatives to suspension will always be considered. However, in some cases staff may be suspended where this is deemed to be the best way to ensure that allegations are investigated fairly, quickly and consistently and that all parties are protected. In the event of suspension, the school will provide support and a named contact for the member of staff.

**As stated above, all allegations against staff should be reported to the Headteacher. Allegations against the Headteacher should be reported to the chair of governors.**

**Staff may also report their concerns directly to the Police or Children’s Social Care via the MASH if they believe direct reporting is necessary to secure action.**

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Allegations concerning staff who no longer work at the school or historical allegations will be reported to the Police.

In accordance with *Keeping Children Safe in Education September 2021*, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

There is a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- the harm test is satisfied in respect of that individual.
- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and
- the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left
- the individual behaved or may have behaved in a way that indicates they may not be suitable to work with children.

‘Lower level’ concerns and allegations that do not meet the harms test will be addressed as set out in Section two of Part four of KCSiE 2021.

If the School dismisses or ceases to use the services of a teacher because of serious misconduct or might have dismissed them or ceased to use their services had they not left first, we will consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

**Failure to refer when the criteria are met is a criminal offence.**

### **32. Staff training**

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and exploitation and to know what to do if they have a concern.

New staff, governors who will have direct contact with children and volunteers will receive an explanation during their induction which will include:

- the school’s child protection and safeguarding policy
- signs and symptoms of abuse and neglect
- responding to disclosure of abuse or neglect by a child
- reporting and recording arrangements
- the staff Behaviour Policy (Code of Conduct)
- details of the DSL and safeguarding team members.

**NB:** all the above will be explained before a new member of staff, governor or volunteer has direct contact with children in school. The school’s child protection policy and Staff Behaviour Policy (Code of Conduct) will be sent with the letter confirming an appointment, with a written requirement that the individual read the two policies in advance of starting work at the school. The individual will be given an opportunity to clarify any issues on their first day at work and then asked to sign to confirm that they have received appropriate safeguarding training.

All staff, including the Headteacher (unless the Headteacher is the DSL), volunteers and governors will receive appropriate and regularly updated safeguarding and child protection training and thematic updates as required (at least annually) during inset days and regular discussions at staff meetings, to provide them with the requisite skills and knowledge to safeguard children effectively in line with statutory guidance and any requirements of Liverpool Safeguarding Children Partnership (LSCP)

The DSL will attend training for newly appointed DSLs and refresher training every year delivered by the safeguarding Lead for Schools. That training will include up to date information about Liverpool LSCP inter-agency procedures. In addition, the DSL will update their knowledge and skills at least annually to keep up with any developments relevant to their role and will be supported to access Liverpool Safeguarding Children Partnership (LSCP interagency training as part of their continuing professional development.

All staff will be made aware of the increased risk of abuse to certain groups, including children with special educational needs and disabilities, looked after children, young carers and risks associated with specific safeguarding issues including child sexual exploitation, extremism, female genital mutilation and forced marriage.

In addition, the Headteacher and at least one governor will attend safer recruitment training, and the school will ensure that there are at least two school leaders and/or governors that have attended safer recruitment training within the past three years.

Supply staff and other visiting staff will be given a short safeguarding briefing when they sign in at the school's main reception.

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This child protection policy aims to reflect the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; children with SEN and disabilities can be disproportionately impacted by things like bullying

- without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers

### **33. Safer recruitment**

Our school endeavours to ensure that we do our utmost to employ 'safe' staff and allow 'safe' volunteers to work with children by following the guidance in Keeping Children Safe in Education September 2021 together with Sefton SSCP and the school's *Safer Recruitment policies*.

#### **Safer recruitment means that all applicants will:**

- complete an application form which includes their employment history and explains any gaps in that history
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include an enhanced DBS check and a barred list check for those engaged in Regulated Activity. The level of DBS certificate required, and whether a check for any prohibition, direction, sanction, or restriction is required, will depend on the role that is being offered and duties involved.
- if offered employment, provide evidence of their right to work in the UK
- be interviewed by a panel of at least two school leaders/governors, if shortlisted.

#### **The school will also.**

- Follow the guidance in KCSiE 2021 paragraph 213
- ensure that every job description and person specification for roles in school includes a description of the role holder's responsibility for safeguarding
- verify a candidate's identity
- verify professional qualifications. (The Teacher Services' system should be used to verify any award of qualified teacher status (QTS), and the completion of teacher induction or probation.)
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity)
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available (the guidance in paragraph 229 of KCSiE 2021 will be followed.)

- verify the preferred candidate's mental and physical fitness to carry out their work responsibilities
- verify the person's right to work in the UK
- carry out additional or alternative checks for applicants who have lived or worked outside the UK, following guidance referenced in *Keeping Children Safe in Education September 2021*
- obtain references for all shortlisted candidates, including internal candidates
- ensure that applicants for teaching posts are not subject to a prohibition order by the Secretary of State or any sanction or restriction imposed (that remains current) by the GTCE before its abolition in March 2012
- prevent the employment or engagement of any person who is subject to a prohibition order.
- check that an applicant for a management position is not the subject of a section 128 direction made by the Secretary of State prohibiting or restricting her/him from taking part in the management of an academy, be a trustee of an academy or be a governor of an academy or has been delegated any management responsibilities.
- contact The Teaching Regulation Agency (TRA) Teacher Services to check if a person proposed to be recruited as a governor is barred as a result of being subject to a section 128 direction
- carry out the relevant checks when a person working at the school or college moves from a post that was not regulated activity into work which is considered to be regulated activity
- ask at least one question at interview for every role in school about the candidate's attitude to safeguarding and motivation for working with children
- maintain a single central record of pre-appointment checks, containing all requirements as stated in *Keeping Children Safe in Education September 2021*

At least one member of each recruitment panel will have attended safer recruitment training.

All new members of staff and volunteers will undergo an induction that includes familiarisation with the school's child protection and safeguarding policy, Staff Behaviour Policy (Code of Conduct), other issues as in section 16 of this policy and identification of their child protection training needs.

All staff are required to sign to confirm they have received the appropriate level of training which references the child protection and safeguarding policy and Staff Behaviour Policy (Code of Conduct).

The school obtains written confirmation from supply agencies and third-party organisations that they have satisfactorily undertaken all appropriate checks in respect of individuals they provide to work in the school that the school would have undertaken if they were employing the individual.

### **34. Regulated Activity**

Schools are 'specified places' which means that most staff and volunteers will be engaged in regulated activity. A fuller explanation of regulated activity can be found in *Keeping Children Safe in Education September 2021* part three (page 30).

### **35. Governors**

All governors will be the subject of Enhanced DBS checks as defined in *Keeping Children Safe in Education September 2021*.

### **36. Volunteers**

Volunteers including governors will undergo checks commensurate with their work in the school and contact with students. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.

The school will comply with requirements as stated in *Keeping Children Safe in Education 2021*

### **37. Supervised volunteers**

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safer recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

### **38. Contractors**

The school checks the identity of all contractors working on site and requests DBS checks where appropriate.

### **39. Site security**

Visitors to the school, including contractors, are asked to sign in and are given an identity badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

### **40. Behaviour Management**

Our behaviour policy is set out in a separate document and is reviewed regularly by the governing body. This policy is transparent to staff, parents and students.

### **41. Record Keeping**

The school will maintain safeguarding (including early help) and child protection records in accordance with the guidance *Keeping Children Safe in Education 2021*. In accordance with that guidance, the school will:

- keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Social Care immediately.
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome
- keep records in a folder in a meticulous chronological order.
- ensure all records are kept secure and in locked locations.
- ensure all relevant child protection records are sent to the receiving school, college or other education establishment when a pupil moves.

Safeguarding and child protection records will be maintained independently from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held. Such records will only be accessible to the Designated Safeguarding Lead and school leaders who need to be aware.

Such records will include, in addition to the name, address and age of the child, timed and dated observations describing the child's behaviour, appearance, statements/remarks made to staff or other children and observations of interactions between the child, other children, members of staff and/or parents/carers that give rise to concern. Where possible and without interpretation, the exact words spoken by the child or parent/carer will be recorded. Records will be signed, dated, and timed by the member of staff making the record.

Records of safeguarding/child protection observations or concerns can be completed using the concerns form which has been emailed to all staff, is available as a shortcut on the desktop and can be found in the individual, departmental safeguarding folder. Whole school training has been conducted so that all **staff know to use one consistent system for the recording of concerns and that all records are passed to a member of the safeguarding team**, who should complete the form to confirm what action, has been taken.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act and General Data Protection Regulation (GDPR), which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Headteacher or DSL, who will advise them to submit a Freedom of Information request for consideration.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

#### **42. Information Sharing**

Information sharing is vital in identifying and tackling all forms of abuse and neglect and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.

Staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

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

All staff must be aware that they cannot promise a child/parent to keep secrets. Child protection information will be stored and handled in line with Data Protection Act 2019 and the GDPR. Information is:

- processed for limited purposes.
- adequate, relevant, and not excessive.
- accurate.
- kept in line with the Trust's retention and destruction guidance.
- processed in accordance with the data subject's rights and
- secure.

Staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing 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.

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

The school recognises that the Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

**Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.**

Further details on information sharing can be found:

- in chapter one of [Working Together to Safeguard Children](#) there is a myth-busting guide to information sharing
- at [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) the seven golden rules for sharing information are especially useful

- at [The Information Commissioner's Office \(ICO\)](#), which includes ICO GDPR FAQs and guidance from the department
- in [Data Protection: toolkit for schools](#) - Guidance to support schools with data protection activity, including compliance with the GDPR.

### **Confidentiality**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil, family and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the DSL, another SLT member or outside agency as required (e.g., Education Safeguarding Manager).

It is reasonable for staff to discuss day-to-day concerns about students with colleagues to ensure that children's general needs are met in school. However, staff should only refer child protection concerns to the DSL or Headteacher or, in the case of concerns about the Headteacher, to the chair of governors. The person receiving the referral will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals on a need-to-know basis.

The school's position on confidentiality and information-sharing is detailed in the code of conduct policy which is available to parents and students on request and is also available on the school website.

### **43. Extended school and off-site arrangements**

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. When our students attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection arrangements are in place, in line with *Keeping Children Safe in Education September 2021*

Where extended school activities are provided by and managed by the school, the school's child protection policy and procedures apply. If other organisations provide services or activities on the school site, the school will check that those organisations have appropriate procedures in place.

When school students attend off-site activities, including day and residential visits and work-related activities, the school perform an appropriate risk assessment.

### **Homestay**

Should the school engage in learning experiences where, for short periods, children are provided with care and accommodation by a host family to whom they are not related (for example, as part of a foreign exchange visit or sports tour) the appropriate considerations will be made as stated in *Keeping Children Safe in Education September 2021 Annex E*.

### **Alternative provision**

The school recognises its continued responsibility for the safeguarding of any students who are educated at an alternative provision. All necessary steps are taken to ensure that the school is satisfied that the provider meets the needs of the pupil. Written confirmation from the alternative provider will be obtained, confirming that appropriate safeguarding checks have

been carried out on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

#### **44. Photography and images**

Most people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect students, we will adhere to the Trust's data protection policy.

#### **45. Staff/pupil relationships**

Staff also receives advice regarding personal online activity, use of social networking and electronic communication with students, about which there are strict rules highlighted in the Code of Conduct. Staff found to be in breach of these rules may be the subject of a referral to the Designated Officer in the Local Authority and may be subject to disciplinary action.

#### **46. Private fostering arrangements**

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases, so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. When the school becomes aware of a private fostering arrangement for a pupil that has not been notified to Children's Social Care, the school will encourage parents and private foster carers to notify Children's Social Care and will share information with Children's Social Care as appropriate.

#### **47. Special Circumstances**

##### **Children who are looked after and previously looked after**

The most common reason for children becoming looked after is because of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe and ensures that appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children (Mrs A. Armer) holds details of the child's social worker and the name and contact details of the Local Authority's virtual head for children who are looked after. The designated teacher works with the virtual school head to discuss appropriate spending of pupil premium funds, how to meet the needs identified in the personal education plan and to promote the educational achievement of looked after and previously looked after children. Previously looked after children remain vulnerable and school staff work in collaboration with agencies to take any necessary prompt action to safeguard these children.

#### **48. Care leavers**

The local authority has on going responsibilities to young people who cease to be looked after and become care leavers and as such, the designated safeguarding lead retains the details of the local authority Personal Advisor who has been appointed to guide and support the care leaver and will liaise with them as necessary regarding any issues of concern.

#### **49. Work Experience**

The school has detailed procedures to safeguard students undertaking work experience, including arrangements for checking people who provide placements and supervising students on work experience which are in accordance with the guidance in *Keeping Children Safe in Education September 2021*.

#### **50. Children staying with host families**

The school may plan for students to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the school follows the guidance in *Keeping Children Safe in Education (September 2021)*, Annex E to ensure that hosting arrangements are as safe as possible.

#### **51. Private Fostering**

Some overseas students may reside with host families during school terms, and we will work with the Local Authority to check that such arrangements are safe and suitable.

#### **52. Boarding Schools and Children's Homes**

Research has shown that children can be particularly vulnerable in residential settings. All boarding schools and residential special schools comply with the National Minimum Standards for their setting and are appropriately inspected.

#### **53. Reasonable Force**

As the adoption of a 'no contact' policy can leave staff unable to fully support and protect students, there may be circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

The school recognises the additional vulnerability children with SEN or disabilities or with medical conditions when considering using or using reasonable force. Staff will also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination, and their Public Sector Equality Duty. Positive and proactive behaviour support, through individual behaviour plans, for example, and agreeing them with parents and carers, can reduce the occurrence of challenging behaviour and the need to use reasonable force.

The decision on whether to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

#### **54. Related safeguarding policies**

- Staff Behaviour Policy (Code of Conduct.)
- Staff code of conduct
- Positive handling policy.

- Searching policy.
- Behaviour.
- Complaint's procedure.
- Bullying.
- Whistleblowing.
- SEN.
- Safer recruitment.
- Staff Grievance.
- Disciplinary and managing allegations

## **55 Legislation:**

Working Together to Safeguard Children July 2018

Keeping Children Safe in Education September 2021

What to do if you're Worried a Child is Being Abused March 2015

Information Sharing – Advice for Practitioners July 2019

Level of Need guidance – Sefton SSCP

## **55. Inspection**

From September 2019, Ofsted's inspections of early years, schools and post-16 provision will be carried out under: Education Inspection Framework. Inspectors will always report on whether arrangements for safeguarding children and learners are effective.

## **56. Review of the Child Protection and Safeguarding Policy**

At the present time, things continue to evolve and change daily and in the coming days advice from Central Government may change again. We will continue to keep this Policy under regular review and consult closely with the Local Authority regarding these arrangements to ensure they continue to provide an effective and helpful response for children and families in our school.

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