

Range High School

SAFEGUARDING POLICY

Person responsible for Policy: Headteacher / DSL

Date of last review: September 2020

Date of next review: September 2021 (major changes will be brought to the governors attention as, and when they occur)

RESPONSIBILITY FOR THIS POLICY REMAINS WITH THE GOVERNING BODY

ANNUAL REVIEW

Range High School

Child Protection and Safeguarding Policy Framework

CHILD PROTECTION AND SAFEGUARDING POLICY FOR Range High School
APPROVED BY TRUSTEES 17 September 2020
POLICY TO BE REVIEWED September 2021

DESIGNATED SAFEGUARDING LEAD	David Cregeen
DEPUTY SAFEGUARDING LEAD/S	Mike McGarry and Vicky Ashworth
DESIGNATED TEACHER – LOOKED AFTER CHILDREN	David Cregeen
NOMINATED SAFEGUARDING TRUSTEE	Collette Buck
CHAIR OF TRUSTEES	Jim Rimmer

Version Control

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CONTENTS

- 1. POLICY STATEMENT, PRINCIPLES AND AIMS**
- 2. CHILD PROTECTION AND SAFEGUARDING STATEMENT**
- 3. STATUTORY FRAMEWORK KEY STATUTORY AND NON-STATUTORY GUIDANCE**
- 4. IMPLEMENTATION**
- 5. EQUALITY STATEMENT**
- 6. ROLES AND RESPONSIBILITIES**
- 7. SAFE STAFF AND SUPPORTING STAFF**
- 8. INDUCTION AND TRAINING**
- 9. CURRICULUM AND STAYING SAFE**
- 10. CHILD PROTECTION OVERVIEW AND SPECIFIC SAFEGUARDING CONCERNS**

Recognising abuse
Physical abuse
Emotional abuse
Sexual abuse
Neglect
Indicators of abuse
Impact of abuse
Taking action
Domestic abuse
Homelessness
Children missing education
Children who run away or go missing from home or care
Children and the court system
Children with family members in prison
Peer on peer abuse
Sexual violence and sexual harassment
Up skirting
Child sexual exploitation (CSE)
Child criminal exploitation
County Lines
Modern Slavery Trafficked Children
Online safety
Mobile Phones and cameras
Youth produced sexual imagery (Sexting)
Bullying
Prejudice based abuse
Racist incidents
Cyber bullying
Gaming
Gender based violence/Violence against women and girls
Child abuse linked to faith and belief
So-called 'honour based' Abuse
Breast Ironing
Female genital mutilation (FGM)
Forced marriage
Private fostering
Radicalisation and extremism
Pupil Mental Health
Parent Mental Health
Self-Harm
Contextual Safeguarding

11. CHILDREN WHO MAY BE PARTICULARLY VULNERABLE
12. PUPILS WITH SEND/DISABILITY
13. CHILDREN LOOKED AFTER OR PREVIOUSLY LOOKED AFTER
14. CHILDREN WHO REQUIRE EARLY HELP
15. WHAT TO DO IF STAFF ARE CONCERNED ABOUT A CHILD'S WELFARE
16. WHAT TO DO IF A PUPIL DISCLOSES TO A MEMBER OF STAFF
17. NOTIFYING PARENTS
18. MAKING A REFERRAL
19. PARTNERSHIP WITH PARENTS
20. WORKING WITH OTHER AGENCIES
21. SUPERVISION AND SUPPORT FOR STAFF
22. CONFIDENTIALITY
23. INFORMATION SHARING RECORD KEEPING
24. ALLEGATIONS AGAINST MEMBERS OF STAFF OR VOLUNTEERS
25. WHISTLEBLOWING
26. USEFUL CONTACTS

LIST OF APPENDICES

- Appendix 1 - Summary of Sefton Level of Need
- Appendix 2 - PREVENT Channel Flow Chart
- Appendix 3- Safer recruitment/Safer practice
- Appendix 4- Flow chart for Managing Allegations – Information for all staff
- Appendix 5 - Early Help basic flow chart
- Appendix 6 - Flowchart Referral to Social Care
- Appendix 7 - Body map guidance
- Appendix 8 - Body map
- Appendix 9- Concern form
- Appendix 10 - CE checklist
- Appendix 11 - Learning from Sefton Serious Case Reviews

1. POLICY STATEMENT, PRINCIPLES AND AIMS

Our Child Protection and Safeguarding Policy will be made available through our school's website, reviewed and ratified annually by the Governing Board. We will ensure it remains current and incorporates all revisions made to local and national guidance. All staff in our school are consulted and contribute to the development of this policy as part of the review process. Parents/carers can request a copy. We are also able to arrange for our policy to be made available to parents whose first language is not English, upon request.

The Governing Board recognises the need to ensure that it complies with its duties under legislation and this policy has regard to statutory guidance; Keeping Children Safe in Education (KCSIE), Working Together to Safeguard Children and locally agreed inter-agency procedures put in place by Sefton Local Children's Safeguarding Board (LSCB).

The Trustees and staff of Range High School, take, as our priority, the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess and support those children who are suffering harm and to keep them safe and secure whilst in our care.

Range High School is a community and all those connected to it (staff, Trustees, parents, families and students) have an essential role to play in making it safe and secure. The school recognises our moral and statutory responsibility to safeguard and promote the welfare of children with their best interests at the centre of our work.

Range High School recognises the importance of providing an ethos and an environment that strives to ensure that all its pupils remain safe, secure, free from harm and respected. The purpose of this document is to ensure that all staff are aware of the arrangements that Range High School has in place for safeguarding and promoting the welfare of its pupils.

During the COVID 19 Pandemic we have remained up-to-date with any revisions or additions made to government or local supplementary safeguarding guidance

Our school core safeguarding principles are:

- Safeguarding is everyone's responsibility: all staff, or anyone who has contact with a child or young person including Trustees and volunteers, should play their full part in keeping children safe;
- Seeing the child first and considering what life is like for the child, maintaining a culture of vigilance
- We operate a child-centred approach: a clear understanding of the needs, wishes, views and voices of children including trying to understand their lived experience
- To create an environment where children can tell us what they need to keep them safe
- To provide support and intervention at the earliest possible opportunity in the least intrusive way in accordance with Sefton Level of Need Document
- We recognise our school is an important part of the wider safeguarding system for children
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- We will aim to protect children using national, local and school child protection procedures;
- We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by Working Together 2018

- That all staff or anyone who has contact with a child or young person including Trustees and volunteers, *have* a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This also includes knowledge in the process for allegations against professionals. Staff, Trustees and Volunteers should feel confident that they can report all matters of safeguarding in the school, where the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind always.

There are four main elements to our Child Protection Policy:

- **Prevention:** by creating a positive school atmosphere and providing high quality teaching and pastoral support to pupils in order to equip them with the skills needed to keep themselves safe
- **Protection:** by following agreed procedures and ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to child protection concerns;
- **Support:** by providing support for pupils and school staff and for children who may have been or are being abused;
- **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken in the best interest of the child)

We will do these things by:

- Ensuring we check the suitability of adults who have unsupervised contact with children and appropriately supervising others who are temporarily in school but not undertaking 'regulated activity';
- Undertaking a risk assessment for those adults who are temporarily in school but not undertaking 'regulated activity';
- Ensuring all staff and volunteers have read the DfE statutory guidance 'Keeping Children Safe in Education' part one (September 2020) and Annex A; Part five **Child on Child Sexual Violence and Sexual Harassment**
- Promoting good physical and mental health and well-being
- Managing behaviour and adopting safe practice and acceptable physical intervention techniques
- Equipping children with the skills needed to keep them safe and empower children to feel safe;
- We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate
- Identify children who may require an **Early Help Assessment**
- Being alert to any issues of concern in children's lives at home, with their peer group and their neighbourhood
- Ensuring extra care is taken to ensure that signs of abuse and neglect are identified and interpreted correctly, particularly for **vulnerable groups** such as children with communication/language difficulties or who use alternative/augmented communication systems;
- Ensuring that staff have the skills, knowledge and understanding necessary to support 'looked-after and previously looked-after children' and to keep them safe;
- Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication for reporting concerns/suspected or actual cases of abuse;
- Monitoring and supporting children and young people who have been identified as having welfare or protection concerns in accordance with his/her agreed Child Protection Plan;
- Maintaining robust records, policies and procedures;
- Keeping confidential records, which are stored securely and shared appropriately with other professionals;

- Ensuring all steps are taken to maintain site security and pupils' physical safety by establishing a safe environment in which children can learn and develop;
- Ensuring staffing arrangements meet the needs of all children and ensure their safety. We will ensure that children are adequately supervised and decide how to deploy staff to ensure children's needs are met;

2. CHILD PROTECTION AND SAFEGUARDING STATEMENT

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued, and they can recognise when they are at risk and how to access help when they need it. 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 Trustees and are consistent with those of Sefton Local Safeguarding Children Board (LSCB)

Sefton Local Safeguarding Children's Board

Sefton Local Safeguarding Children's Board comprise of the Local Authority, Clinical Commissioning Group and the Police, equally sharing responsibilities for working together to safeguard and promote the welfare of local children within each area. Our school is fully engaged, involved and included in those safeguarding arrangements.

Safeguarding and promoting the welfare of children is defined as:

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

Child protection refers:

- to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm

NB Definition

- Children includes everyone under the age of 18
- 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
- Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents

Safeguarding is not just about protecting children from deliberate harm. It also relates to the broader aspects of care and education including:

- Pupils' health and safety and emotional well-being, and their mental and physical health or development
- Meeting the needs of children with special educational needs and/or disabilities
- The use of reasonable force
- Meeting the needs of children with medical conditions
- Providing first aid

- Educational visits and off- site education
- Intimate care and emotional wellbeing
- On-line safety and associated issues
- Appropriate arrangements to ensure school security, taking into account the local context
- Keeping children safe from risks, harm and exploitation: KCSiE 2020 Annex A

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse and emotional abuse
- Contextualised abuse
- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying)
- Peer on Peer abuse
- Racist, disability- based, homophobic, bi-phobic or transphobic abuse
- Gender based violence/violence against women and girls
- Extremist behaviour and/or radicalisation
- Child sexual exploitation, human trafficking, modern slavery or exploitation
- The impact of new technologies, including 'sexting' and accessing pornography
- Child on Child Sexual Violence and Sexual Harassment (defined in KCSiE 2020 Part Five pages 69 to 77)
- Issues which may be specific to a local area or population, for example gang activity, knife crime, youth violence, criminal child exploitation (CCE) and County Lines
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues
- Is at risk of or from serious violence and violent crime (KCSiE 2020 paragraphs 31 and 32)
- Particular issues affecting children including domestic abuse and violence, female genital mutilation and honour-based abuse and forced marriage
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Upskirting Act, came into force on 12th April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE 2020, Annex A page 94)

3. STATUTORY FRAMEWORK KEY STATUTORY AND NON-STATUTORY GUIDANCE

In order to safeguard and promote the welfare of children, Range High School will act in accordance with the following legislation and guidance:

- Keeping Children Safe in Education **2020** and Working Together to Safeguard Children 2018, which is statutory guidance to be read and followed by all those providing services for children and families, including those in education;
- [Governance Handbook](#) We comply with this guidance and the procedures set out by **Sefton Local Safeguarding Children's Board**;
- "Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)
- School's duty under the Children Act 2004, to co-operate with other organisations and agencies
- *What To Do If You Are Worried A Child is Being Abused* 2015
- Recommendations from national and local Serious Case Reviews
- *Statutory Framework for the Early Years Foundation Stage Section 3 – The Safeguarding And Welfare Requirements*, March 2017
- *Sexual Violence and sexual harassment between children in schools and colleges DfE 2018*

- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, (**Exceptions**) **Order 1975** (as amended in 2013) which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory [guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) Regulations 2009](#) (and [2018 amendment](#)) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- *DfE guidance relating to COVID19* <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

4. IMPLEMENTATION

This Policy and supporting procedures apply to all who come into contact with children in the School, including: teachers, supply teachers, learning support staff, teaching assistants, mid-day supervisors, admin staff, meals supervisors, caretaker, cleaners, visiting students, parent helpers/volunteers, Trustees and other visitors including contractors

This Policy should be read in conjunction with other related school policies and procedures including: the two addenda to the Safeguarding Policy and addendum to the Behaviour Policy.

- Addendum safeguarding policy COVID 19 March 2020 updated June 2020
- Staff code of conduct
- Whole school behaviour policy
- Anti-bullying policy
- Exclusion policy
- Relationships -Sex and Health Education (KCSIE 2020 Paragraph 94)
- Mental and Physical Health (KCSIE Part One paragraph 4 paragraphs 34 to 40 and paragraphs 113 to 116)
- Guidance for NSPCC helpline and usage (KCSIE 2020 paragraph 70; when to call the police guidance from the NSPCC)
- Attendance policy and procedures
- On line policy and procedures
- Health and Safety policy and procedures
- Safer Recruitment, Selection and Pre-Employment Vetting Policy and Procedures
- School Single Central Record (restricted access)
- Single Equality Scheme/Objectives
- Accessibility Plan
- Data Protection Policy
- Supporting Pupils with Medical Conditions Policy and Procedures
- SEND Special Educational Needs Policy
- Whistleblowing Procedures
- Intimate Care Procedures
- Educational Visits Procedures (including procedures for assessing risks)

- First Aid and Accident Procedures
- Missing Child Procedures
- Guidance on the use of Photographic Images
- Guidance the use of mobile phones and cameras
- Procedures for protecting children when contractors are working in educational settings
- Code of Conduct for adults visiting or working on a school site (leaflet)
- Risk Assessments (incl. Fire Safety)
- Premises Management including security measures (formal inspections and Buildings Register)
- Lettings arrangements
- Sefton LSCB Policies and Procedures online manual which can be found at <https://seftonlscbsafeguardingpoliciesorguk/may-2017/procedures-manual/11-introduction>

5. EQUALITY STATEMENT

Our school recognise children's diverse circumstances and are committed to the legal responsibilities under the Equality Act 2010. Each child, regardless of their background, could be a victim of child abuse and therefore, are entitled to the same degree of protection and support.

6. ROLES AND RESPONSIBILITIES

The Governing Board will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and in the school's day to day safeguarding practice. They will ensure that:

- Our nominated/link Trustee is responsible for liaising with the Head Teacher /Designated Safeguarding Lead over all matters regarding child protection issues. The role is strategic rather than operational; they will not be involved in concerns about individual children. The Nominated Trustee for child protection at the school is to be confirmed.
- The Governing Board reviews its policies/procedures annually or more often subject to any changes and will hold the Head teacher and senior leadership to account for its implementation
- The Nominated Trustee will monitor the effectiveness of this policy during the alternate full Trustees' Meetings. Progress in relation to the actions that we have identified as areas for improvement in the annual safeguarding audit to improve our safeguarding practice will be discussed
- The Designated Safeguarding Lead is a member of the Senior Leadership Team and has lead responsibility for safeguarding which is not delegated. This is clearly defined within the role holder's job description and that this person has the appropriate authority, time, training, funding and resources to undertake this role as per Appendix B Keeping Children Safe in Education, 2020
- Our Designated Safeguarding Lead maintains management oversight of any work undertaken by the Deputy Designated Safeguarding Leads
- That any Deputy Designated Safeguarding Lead has the appropriate training skills and knowledge to undertake the operational function of the Senior Designated Safeguarding Lead as per Appendix B of Keeping Children Safe in Education 2020
- Our Designated Safeguarding Lead and any Deputies will undertake LSCB multi agency higher level training to ensure that they have the appropriate training, skills and knowledge to carry out this role. In addition, the Designated Safeguarding Lead and any Deputies will update their knowledge by receiving safeguarding updates via the Designated Safeguarding Lead network events, attendance at training and learning events offered by the LSCB, online updates or attendance at professional development events

- The school has a staff code of conduct which should, amongst other things, include - staff/child relationships and communications including the use of social media and other online platforms
- Our Head Teacher and all other staff who work with children undertake safeguarding training in accordance with Keeping Children Safe in Education 2020 and that they receive annual safeguarding updates to ensure their continued professional development. These updates take account of LSCB priorities, the local context, the needs of the pupils and other identified training needs
- The school contribute to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2018. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans
- Actively promotes fundamental British values as part of the school's broad and balanced curriculum in order to ensure pupils' spiritual, moral, social and cultural (SMSC) development;
- Assesses the risk, taking local context into account, of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology
- The DSL holds information on which children have a social worker so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes
- The school accesses a range of advice to help them identify children in need of additional mental health support
- Have procedures for dealing with allegations against other children (peer on peer abuse). This will generally be in accordance with the Whole School Behaviour Policy and Procedures in the first instance, other more serious allegations will be dealt with following advice from the MASH team
- The school has a culture of listening and ensuring that there are processes in place which enables children and young people to express their wishes and feelings and provide feedback
- The school provides an appropriate safeguarding response in accordance with the Sefton Level of Need Framework to safeguard children
- The school pays due regard to the need to safeguard children in specific circumstances such as domestic abuse, children missing education, children, with family members in prison, children in the court system, child sexual exploitation (CSE), child criminal exploitation (CCE), county lines, vulnerability to radicalisation and terrorism, Female Genital Mutilation (FGM) or peer on peer abuse which can include gang related violence, cyberbullying, sexually harmful behaviours, sexual violence, sexual harassment or youth produced sexual imagery (sexting)
- The school maintains information about the legal status of all children including whether a looked after child is subject to S20 voluntary arrangements, interim or full care order, contact details for persons with parental responsibility, level of delegated authority, details of the social worker and the virtual head in the Local Authority that looks after the child. We have a designated teacher with the appropriate training skills and knowledge appointed to promote the academic achievement of looked after children and children previously looked after
- The schools safeguarding arrangements consider the procedures and practice of the Local Authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB). This includes working with Children's Social Care from other areas when children attend school in Sefton, however live outside of Sefton
- The school shares information with other professionals in the interests of safeguarding children in accordance with the guidance within working Together to Safeguard Children 2018 and Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, 2018
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- The school will follow local procedures for sharing intelligence in relation to Child Sexual Exploitation /Child Criminal Exploitation with Merseyside Police and the MASH within Sefton Borough Council

- The school initiates appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse, exploitation or radicalisation and to help prevent the risks of them going missing in future
- Our school has appropriate safeguarding responses for children who go missing from education which includes holding more than one emergency contact number for pupils
- The school will be alert to the growing concerns involving knife crime and ensure the school works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community
- Temporary staff and volunteers are made aware of the school's arrangements for child protection and their responsibilities;
- The school remedies any deficiencies or weaknesses brought to its attention without delay; and recognises the importance of utilising the expertise of the Designated Safeguarding Lead and Deputies in shaping safeguarding arrangements
- Where the Governing Board provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply
- Where services or activities are provided separately by another body, the Governing Board should seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate
- The school has procedures for managing allegations and concerns about staff including supply staff or volunteer who work with children and that these include the procedures for making referrals to the Disclosure and Barring Service and Teaching Regulation Agency formerly (NCTL) as the teaching professional body where appropriate
- The school operates, "safer recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers in accordance with Keeping Children Safe in Education (2020)
- Ensure a member of the Governing Board, usually the Chair, is nominated to liaise with the Local Authority Designated Officer (LADO) from the relevant local authority and partner agencies in the event of allegations of abuse made against the Head Teacher
- The Governing Board will appoint a senior board level (or equivalent) lead [or, The Chair of Trustees will act as the 'case manager' if an allegation of abuse is made against the head teacher, where appropriate
- The Governing Board will inform Sefton LSCB annually about the discharge of their safeguarding duties by completing the safeguarding self-assessment audit

Role of Senior Leadership/Management Team responsibilities:

It is the responsibility of the Senior Leadership Team to:

- Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2018 guidance
- Provide a co-ordinated offer of early help when additional needs of children are identified
- Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators (KCSiE 2020 paragraphs 19 to 28), and through access to regular training opportunities and updates
- Ensure staff are alert to the various factors that can increase the need for early help (*KCSiE 2020 paragraph 18*)
- Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings as appropriate

- Carry out tasks delegated by the Governing Board such as training of staff, safer recruitment and maintaining a single central register
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2020 Part Four 'Allegations of abuse made against teachers, and other staff, including supply staff and volunteers and contactors'), paragraph 211: Includes behaviours which covers where an individual has behaved or may have behaved in a way that indicates they may not be suitable to work with children. The reason is because of transferrable risk. Where a member of staff or volunteer is involved in an incident outside of schools/college, which did not involve children but could have an impact on their suitability to work with children

The Role of the Head teacher

It is the responsibility of the Head teacher to:

- Ensure that the policies and procedures adopted by the Governing Board are fully implemented and that sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities
- Ensure that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensure that a Designated Safeguarding Lead is always on the premises and available during the school day and that there is a contact for school holiday activities on site; where this is not available or in exceptional circumstances, there is cover in place. The leadership team will ensure that there is cover always and there is a clear pathway for raising and reporting concerns in a timely way. This will include a DSL being a point of contact for trips, outings and residential visits
- Communicating this policy to parents when their child joins the school
- Ensure that all staff receive an appropriate induction to the work (paid or unpaid) they are to undertake in the school and that this induction includes a section on the procedures to follow if they are worried about a child or the management of child protection generally in the setting; including the role of the designated lead
- Ensure that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Ensure sufficient resources and time is allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including attending training at regular intervals, taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Ensure all staff and, where appropriate, volunteers attend or are given access to training in child protection procedures, including on line safety and strategies to enable them to identify children who may be at risk from all forms of abuse or harm
- Ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice in relation to children, and such concerns are addressed sensitively and effectively in a timely manner by supporting the Whistleblowing procedures
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate

The Role of the Designated Safeguarding Lead [DSL]

- The School has a member of the senior leadership team designated by the Governing Board as the Safeguarding Lead who will provide support to staff members and other adults to carry

out their safeguarding duties and who will liaise closely with other services such as children's social care and other services that support children – **David Cregeen**. The role of the Designated Safeguarding Lead is explicit in the role-holder's job description as set out in Keeping Children Safe in Education Annex B

- During term-time the DSL and/or a deputy will always be available (during school/college hours) for staff in the school/college to discuss any safeguarding concerns. Arrangements will be made to ensure that access to the DSL or deputy will be available to staff during off-site visits or other extra-curricular activities taking place outside normal school hours
- There will always be cover for this role and the deputy DSL's will be trained to the same standard as the DSL – the Deputy DSL(s) are Mike McGarry and Vicky Ashworth.
- The DSL will have knowledge and skills for recognising and acting upon Child Protection concerns, having received appropriate training. The DSL is also the 'Prevent Single Point of Contact' (SPOC)

Liaison and Referrals

The Designated Safeguarding Lead will:

- Liaise with Children Social Care, other agencies and Sefton LSCB (If children live in another area liaise with the relevant agencies)
- Refer all cases of suspected abuse or allegations to Sefton Multi Agency Safeguarding Hub [MASH]
- Make a referral to Sefton MASH immediately if, at any point, there is a risk of immediate serious harm to a child – **anybody can make a referral**; the police can also be called on 101/999
- Support staff who make referrals to Sefton Multi-Agency Safeguarding Hub (MASH)
- Liaise with staff on matters of safety and safeguarding and act as a source of support, advice and expertise within school when deciding to make a referral using Sefton MASH Contact on-line form. This can be found at <https://www.seftongovuk/social-care/children-and-young-people/report-a-child-or-young-person-at-risk/information-for-professionals.aspx>
- Liaise with the Head teacher (where this is not one and the same person) to inform him or her of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and Police investigations
- Ensure that the most relevant trained person attends case conferences, core groups, or other multi-agency planning meetings, team around the family (TAF), contributes to assessments, and provides a report which has been shared with the parents where necessary
- Ensure that any child currently on a child protection plan who is absent without explanation for two days from school is referred to their social worker, in their absence a Team Manager
- Refer concerns about pupils who may have disappeared or whose transfer has raised concerns to Sefton Council Children Missing Education Co-ordinator Carol Blundell. She can be contacted on 0151 934 3181 or caroleblundell@seftongovuk / cme@seftongovuk
- Understand and support the school/college regarding the requirements of the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation
- Refer cases, as required, to the Channel programme where there is a radicalisation concern and support staff who make referrals to the Channel programme
- Inform Ofsted of any allegations of serious harm or abuse by any person working with a child (whether the allegations relate to harm or abuse, committed on the premises or elsewhere) and notify Ofsted of the action taken in respect of the allegations
- Where required to do so, liaise with the "Case Manager" and Local Authority Designated Officer (LADO) in cases of allegations against a member of staff or another adult;
- Refer to the DBS anyone who has harmed, or poses a risk of harm, to a child and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not voluntarily left the school
- Refer to the Police cases where a crime may have been committed

- Hold information on which children have a social worker so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes
- Access a range of advice to help them identify children in need of additional mental health support

Training

The Designated Safeguarding Lead will receive appropriate DSL training, updated receive appropriate [DSL] training, updated every two years that will enable them to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed processes such as the Early Help Assessments (EHA)
- Undertake Prevent awareness training and Action Counters Terrorism (ACT) Training
- Have a working knowledge of how Sefton Children's Social Care conduct a child protection case conference and a child protection review conference and can attend and contribute to these effectively when required to do so
- Ensure each member of staff, including new and part-time staff and volunteers/students has access to and understands the school's child protection policy, staff code of conduct & whole school behaviour policy
- Be alert to the specific needs of children in need, including those with special educational needs and disability, young carers and those at risk of radicalisation modern slavery and child sexual/criminal exploitation;
- Be able to keep detailed, accurate and secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses and, where required, disseminate information learned from training to others in the school
- Arrange training relating to specific safeguarding issues that may be occurring inside school, the neighbourhood and on-line
- Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example from online bullying, grooming and radicalisation and be confident and have the capacity to support SEND children to stay safe online
- Encourage a culture among all staff and other adults of listening to children and taking account of their wishes and feelings, in any measures the school may put in place to protect them

Raising Awareness

The Designated Safeguarding Lead will:

- Ensure the school's child protection policies are known, understood and used appropriately
- Ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors and staff regarding this
- Ensure that, during the induction process, all staff including supply staff and volunteers are made aware of, and understand, the Child Protection Policy and procedures, the school Code of Conduct for staff, whole school behaviour policy and are provided with a copy of Part one and Annex A of 'Keeping Children Safe in Education – Safeguarding information for all staff – September 2020,
- Ensure the child protection policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the school in this

- Link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on safeguarding arrangements
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children

Child Protection File

- Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Receiving schools should ensure that key staff such as DSLs and SENCOs are aware as required. This includes in-year transfers
- In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives
- Ensure that CP records are retained for an appropriate length of time and the school has regard to any other requirement requiring specific retention periods. The current requirement under IICSA (Independent Inquiry into Child Sex Abuse) is that records of child sex abuse should be retained for the period of the inquiry
- Ensure that, if a child goes missing or leaves to be educated at home, the child protection file is stored securely in school in line with school's data storage arrangements
- Ensure that that Sefton Children's social care is informed where the child leaves the school
- Sefton Elective Home Education Policy and Procedures can be accessed for further information

The Role of Teachers:

Teachers, including the Head teacher, will safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties in line with the Teacher Standards 2011 (updated 2013)

The Role of OSSME and School Health

Confidentiality between the child or young person and OSSME and School Health is crucial to the success of the relationship and the outcomes of counselling. While OSSME and School Health are used to working within confidentiality codes, they will be aware that there is no such thing as absolute confidentiality when working with children and young people. This will be explained to the child/young person. Child protection concerns, and the welfare of children and young people will, at times, need to take precedence over confidentiality.

OSSME and School Health should discuss difficult decisions about disclosures with their clinical supervisor and/or line manager and, if appropriate, the DSL within the school. Where they think anyone is at risk of significant harm they should report this to the DSL immediately.

The Role of ALL staff, including supply staff or anyone who has contact with a child including Trustees and volunteers

Responsibilities include the following:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to, seeking out, the views, wishes and feelings and ensuring their voice is heard and referred to
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe
- To share and report a concern, know how to do this and who to refer to and record where appropriate in the role
- All staff should be aware of the process for making referrals to children's social care and of the role they might be expected to play in assessments following that referral
- All staff have a responsibility to read and properly understand 'Keeping Children Safe in Education Information for All School and College staff' (Part one), Annex A, DfE guidance 'What to do if you're worried a child is being abused', the School Code of Conduct for staff, whole school behaviour policy and other adults who work with children, the School's Child Protection Policy and the procedures to follow if they have concerns about a child, regardless of the presumed seriousness of the case
- If a staff member has any concerns about a child, there should be a conversation with the DSL to agree a course of action, although any staff member can make a referral to Children's Social Care. If a referral is made by a member of staff, they should inform the DSL as soon as possible
- If at any point there is a risk of immediate serious harm to a child, a referral will be made to Sefton MASH immediately – **anybody can make a referral**. If it is deemed an emergency the police will need to be called
- Knowing who the School Designated Lead/s for Safeguarding are and the relevant links for Looked After Children, SEND and Anti- Bullying including who is the School nominated Trustee for Child Protection and Safeguarding
- Being alert to the signs of abuse, including specific issues in Safeguarding and their need to refer any concerns to the Safeguarding Designated Lead(s) in the School
- To be aware of the 'Allegations Against Professionals' LADO Local Authority procedures and feel confident in being able to use them including how to report concerns about other staff and the setting;
- Disclose relationships and associations that staff have in school and outside (including on-line) that may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the school
- To be aware that any concerns any staff has about a Head teacher, should be referred to the Chair of Trustees
- To be aware of Whistle Blowing procedures and where to obtain further information, advice and support (see Whistleblowing Policy and Professional Expectations for Staff, details of which are on the School VLE and on the Safeguarding Notice Board in Anne's Room)
- Being aware of the 'Guidance for Safer Working Practices when working with Children and Young People in education settings, 2015', (addendum COVID19) relevant sections of 'KCSIE 2020' and local procedures for 'Safer Working Practices'
- Ensuring that their Child Protection training is up to date, undertaking refresher/update training at least annually
- Sharing information and working together with agencies to provide children and young people with the help and support they need
- Supporting pupils who have been abused in accordance with his/her Child Protection Plan

- All staff should be aware of the early help process and understand their role in it. This includes identifying emerging problems where a child and family may benefit from co-ordinated support, liaising with the DSL, sharing information with other professionals to support early identification and, in some cases, acting as the lead professional in undertaking an early help assessment
- Recognise contextual safeguarding as an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse
- If at any time it is considered that the child may be a 'Child in Need' as defined in the Children Act 1989; or that the child has suffered significant harm or is likely to do so, a referral is made to Local Authority Children's Social Care;
- If Staff, Trustees and Volunteers have concerns regarding a child they should raise these with the Designated Safeguarding Lead(s) who will normally decide to take the next steps, (however, any member of Staff, Trustee or Volunteer in a School/College can make a referral); If they feel unclear about what has happened to their concerns following a referral they can enquire further and obtain feedback from the Multi-Agency Safeguarding Hub
- All Staff / anyone who has contact with a child or young person including Trustees and volunteers are aware of Sefton LSCB Escalation Policy and Process, which may be followed if a staff member fears their concerns have not been addressed and of the (Schools Whistle Blowing policy) which can be accessed via the Safeguarding area of the School's VLE.
- To refer and adhere to Children Missing from Education (CME) processes and procedures as set out by national and local guidelines on all children where there is a concern they may be missing or who are missing
- Recognising that Electively Home Educated Children can be more vulnerable than other children and regarding the motivations of the intention to home educate, therefore, recognising the responsibilities the school/college should those who are thinking about or who are about to home educate, including those who have been removed from a school/college roll with a view to home educate
- Recognising that Looked After Children and Care Leavers are more vulnerable than other children, often having poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential which includes the looked after child who is moving on. The school will also ensure that care leavers are supported with pathways including liaison with the Local Authority where a personal advisor will be appointed
- All Staff / anyone who has contact with a child or young person including Trustees and volunteers recognise their roles and responsibilities under SEND, that those children in the school may not be able to recognise abuse, abusive situations or protect themselves from significant harm and exploitation;
- All staff are well placed to identify behaviour suggestive of a mental health problem or being at risk of developing one.
- All Staff to have awareness of mental health problems as an indicator of abuse. Neglect or exploitation.
- Recognising the needs of young carers in that they can be more vulnerable or placed at risk therefore, being able to identify young carers and ensure they are supported to help reach their potential with an understanding that staff and volunteers will need to refer into early help social care services for an assessment of their needs
- All Staff / anyone who has contact with a child or young person including Trustees and volunteers are aware of Private Fostering and recognise they have a duty to notify the MASH if it is thought or known that a child or young person may be Privately Fostered
- All Staff / anyone who has contact with a child or young person including Trustees and volunteers are aware of Extremism, which include the signs of, concerning behaviours, and ideologies considered to be extreme; as well as understanding the British Values Agenda. This will include attendance at training on either Prevent/ or training considered sufficient by the Local Authority which fulfils the requirements of the Prevent Duty for schools

- All Staff / anyone who has contact with a child or young person, including Trustees and volunteers know about Prevent duties and will report any concerns to the Safeguarding Designated Lead David Cregeen in the school who has responsibilities under Prevent to take action, offer advice and support, which may include a referral into Channel using the case pathway process;
- All Staff / anyone who has contact with a child or young person including Trustees and volunteers should recognise that children are capable of abusing other children or their peers, working to reduce and eliminate such behaviour in their setting
- All Staff / anyone who has contact with a child or young person including Trustees and volunteers should recognise what is child sexual exploitation and trafficking and know that they should seek advice and have an understanding how to report any issues / incidents
- All Staff / anyone who has contact with a child or young person, including Trustees and volunteers should recognise a child may be criminally exploited or involved in gang culture and should seek advice and report any issues / incidents;
- When using reasonable force this is in line with national guidelines and considers individual pupil needs and risk management /care plans and in particular with regard to SEND;
- All Staff / anyone who has contact with a child or young person, including Trustees and volunteers should recognise homelessness and the impact on the pupil facing homelessness, or who is homeless;
- Our school recognises how a child's experience of adversity and trauma can leave them vulnerable to further harm, as well as educational disadvantage in facing barriers to attendance, learning, behaviour and mental health. Information regarding well-being, including where and how to access support, is displayed on the School website and details are shared with families. Posters to support mental health and well-being are displayed around school.
- This School recognises the importance of learning from national and local Serious Case Reviews and Thematic Learning Reviews. We are aware of the impact this has on how we carry out our Safeguarding and Child Protection responsibilities and roles

7. SAFE STAFF AND SUPPORTING STAFF

- The leadership team and Governing Board of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2020 Part Three and advised by Sefton Corporate Personnel Service policy and practice guidance
- School leaders, staff and members of the Governing Board will be appropriately trained in safer working practices and access the safer recruitment training available via the National College
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and where any concerns arise we will seek advice and act in accordance with national guidance
- The school has in place recruitment, selection and vetting procedures in accordance with KCSiE 2020 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2020 Part Three paragraphs 164 to 171
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Staff can access a copy of this through the School VLE: Staff Room – Safeguarding.
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by completing mandatory safeguarding training with David Cregeen (DSL) before beginning working and contact with pupils
- In the event of any complaint or allegation against a member of staff, the headteacher (or the Designated Safeguarding Lead) if the headteacher is not present, will be notified immediately.

If it relates to the headteacher, the **Chair of Trustees** will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO) and Sefton Corporate Personnel Service

- Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school, the DSL and School Well-being Lead, Tom Dolly
- Advice and support will be made available by the LADO and Sefton Corporate Personnel and where appropriate to the leadership team
- All new employees will be appropriately inducted to their role. Teachers complete a one-day induction prior to joining which includes information on their responsibilities, behaviour and safeguarding. All new colleagues receive mandatory safeguarding training from the DSL, which includes key information from (KCSiE 2020 Paragraphs 174 to 188)
- Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply
- If other organisations provide services or activities on our site, we will ensure that they have appropriate procedures in place, including safer recruitment procedures
- When our pupils attend off-site activities, we will ensure that effective child protection arrangements are in place
- When our pupils attend an alternative provision provider, we will obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we would otherwise perform in respect of our own staff
- Where our pupils stay with host families abroad (for example, as part of a language exchange) the school will ensure that all available local safeguarding checks are carried out, compliant with the laws and regulations in force in the host jurisdiction. Parents will be informed of the extent of these checks to enable them to make a decision about whether their child should participate

8. INDUCTION AND TRAINING

The Governing Board will ensure that all staff receive appropriate safeguarding and child protection training which is regularly updated. The training will enable staff to:

- **Recognise** potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers)
- **Respond** appropriately to safeguarding issues and take action in line with this policy
- **Record** concerns in line with the school policies
- **Refer** concerns to the DSL and be able to seek support external to the school if required

All school-based staff including the Head teacher (where he/she is not the DSL) are required to undertake an appropriate level of safeguarding and child protection training at induction. This training will be updated regularly. We will train all staff and volunteers (where appropriate) to this Child Protection Policy and procedures and ensure that all adults have up to date knowledge of safeguarding issues. In addition, all staff members will receive regular safeguarding and child protection updates (for example, via e-mail, e-bulletins, staff meetings/briefings etc), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of **staff induction**.

This **must** include:

- Keeping Children Safe in Education (Read Part 1 annex A) and Part 5

- the child protection policy; the behaviour policy;
- the staff behaviour policy (sometimes called a code of conduct);
- the safeguarding response to children who go missing from education; and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies) and how to report a concern

Appropriate training and regular updates will enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way including:

- significant changes in a child's behaviour;
- deterioration in a child's general well-being;
- unexplained bruising, marks or signs of possible abuse or neglect;
- a child's comments which give cause for concern;
- recognising inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images;
- internal school procedures, roles and responsibilities;
- dealing with a disclosure from a child;
- Whistleblowing procedures as they refer specifically to Child Protection;
- the school Single Equality Information/Objectives; and
- general health, safety and welfare issues
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home

Training is organised by the DSL in line with Sefton LSCB guidance.

All staff have undertaken whole school Safeguarding Training which will be refreshed every three years and updated on a regular basis by the DSL or other external source. Our school share with all staff and Trustees 7-minute briefings produced by Sefton LSCB on various current safeguarding children topics. They can be located at:- <https://seftonlscborguk/lscb/news/sefton-lscb-7-minute-briefings>

All staff, supply teachers, volunteers and Trustees read and fully understand at least 'Keeping Children Safe in Education 2020 Part one Annex A and Part five as a minimum, and ensure there are mechanisms in place to assist staff to understand and discharge their role and responsibilities, as required within the guidance. In addition to this they should read the DfE guidance 'What to do if you're worried a child is being abused', March 2015; the school's Child Protection Policy and procedures and the School Code of Conduct for staff and other adults & the whole school Behaviour policy, how to make a referral to Sefton MASH flowchart and the Sefton LSCB Summary of Allegations Management Procedures Flow Chart.

We will ensure that regular staff appraisals are carried out to identify any training needs, and secure opportunities for continued professional development for staff. We will support our staff to improve their qualification levels wherever possible.

The nominated Trustee will receive safeguarding training from a strategic perspective, which will be updated regularly, to be disseminated to the rest of the Governing Board. The school leadership team will ensure the DSL and the Deputy DSLs attend the required safeguarding training when they first take up the role which will provide them with the knowledge and skills required to carry out the role effectively. The training will be updated every two years. In addition to formal training, as set out above, their knowledge and skills will be updated, (for example via e-bulletins, meeting other DSL's, or taking time to read and digest safeguarding developments) at regular intervals to keep up with any developments relevant to their role.

Both the DSL and the Deputies have attended the required level of training as stated by the Sefton LSCB and this will be updated in line with recommended good practice. The LSCB training is accessed through the LSCB calendar which can be found at:

<https://seftonlscborguk/lscb/training/training-calendar>

The DSL will ensure that all new staff, volunteers and other adults are appropriately inducted as regards to the school's internal safeguarding procedures, including those for Child Protection, communication lines and whistleblowing. This will also be a regular agenda item at staff meetings.

The DSL and Head Teacher (if not one and the same) will provide an annual report to the Governing Board detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained and to what level. This, along with Induction Training and other safeguarding training including health and safety related training will be included in the school staff training Plan

9. CURRICULUM AND STAYING SAFE – Opportunities to teach safeguarding (KCSIE 2020 paragraphs 93 to 95).

Contextual safeguarding concerns include domestic violence, while gangs and knife crime are a concern in the south of Sefton. Contextual safeguarding issues are addressed as part of PSHE lessons – see PSHE Scheme of Work. Contextual safeguarding concerns may also be covered by external agency partners (depending on funding and availability) such as Merseyside Police.

Our school plays an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

The School will teach this as part of a wider RSHE programme, as RSHE becomes mandatory in all schools from September 2020. Our curriculum will provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. Systems have been established to support the empowerment of children to talk to a range of staff when they are in difficulty and to raise comments, complaints and feedback about their school experience and any other external issues which affect their wellbeing. Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate. Records will be kept of reported incidents in line with guidance.

We encourage the safe use of external agencies or speakers to enrich the experiences of our pupils. We will, however, positively vet those external agencies, individuals or speakers who are invited by the school staff or by the pupils themselves to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with or are in complete opposition to the school's values and ethos.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
- any messages communicated to pupils do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion, culture or other ideologies;
- activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication;

- activities are matched to the needs of pupils
- We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this

Systems have been established to support the empowerment of children to talk to a range of staff. Children at Range High School will be listened to and heard and their concerns will be taken seriously and acted upon, as appropriate.

Specific systems outside of expected day to day classroom interaction and support will include:

- School/Student Council
- Mental Health Awareness training and peer-mentoring support
- PSHE events
- Regular feedback questionnaires with groups of children
- Anti-Bullying
- Kooth counselling support on-line
- CEOP and other on-line support
- NSPCC
- Bully busters help line

For details of the new RSE curriculum, please see updated RSE Policy (2020 – p8, Policy Development and Curriculum Delivery - p9, plus Appendix 1 – Curriculum Map).

Evidence of how the School educates and engages children and young people in learning how to keep themselves safe when using on-line resources and social media platforms, including extended learning arrangements during Covid-19, can be found in the PSHE Scheme of Work – Core Theme 4: Staying Safe Offline and Online.

A dedicated page was set up on the school website during the lockdown period. CEOP provided resources for parents to work through with their children every two weeks to encourage open communication and online safety. A link was posted to these on the school website. Parent guides were also added to the website containing information about current apps / websites that children are currently using / will likely to have used more during lockdown. Information about radicalisation and how to report safeguarding concerns was also included on the website.

See also the Deputy Head-teacher's report to governors, September 2020, for information regarding supporting students' learning remotely.

10. CHILD PROTECTION OVERVIEW AND SPECIFIC SAFEGUARDING CONCERNS

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

Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly on-line, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children. Types of child abuse as defined in 'Working Together to Safeguard Children' (2018) which is defined in the 'Keeping Children Safe in Education Statutory Guidance 2020 as:

Physical abuse

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

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and 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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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. The sexual abuse of children by other children is a specific safeguarding issue in education (KCSIE 2020 Appendix A).

Neglect

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

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 with regard to 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 school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- 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.

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.

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
- report your concern to the DSL as quickly as possible – immediately when there is evidence of physical or sexual abuse and certainly by the end of the day
- 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, specify school's procedures and seek support for yourself if you are distressed or need to debrief

Further information about specific forms of abuse and safeguarding issues can be found in KCSIE 2020 **Appendix A**. All staff should familiarise themselves with this.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for schools on their own website www.nspcc.org.uk

Sefton LSCB's on line Procedures Manual provides specific guidance on a range of safeguarding issues which schools may have to address. They can be accessed at: <https://seftonlscbsafeguardingpolicies.org.uk/may-2017/procedures-manual/11-introduction>

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.

Teenage relationship abuse is when there is actual or threatened abuse within a romantic relationship or a former relationship. One partner will try to maintain power and control over the other. This abuse can take a number of forms: physical, sexual, financial, emotional or social. This includes coercive and controlling behaviour

In Sefton, we have a number of agencies who support people who are experiencing domestic abuse:

- **Sefton Independent Domestic Violence Advisors [IDVA]**- they offer free crisis intervention support to high risk victims of domestic abuse provide practical help including safety planning for the whole family, support through the Criminal Justice System, and home security checks. They work with male and female victims aged 16+ and work with victims even if they choose to remain in their relationship. They can be contacted by phone on 0151 934 5142 between Monday and Friday 900am until 500pm or at IDVATeam@seftongov.uk
- **Sefton Women & Children's Aid [SWACA]** – they help women, young people and children survive the impact of domestic violence and abuse by giving free practical and emotional support. SWACA will see people in the community including the family and well-being centres. They also work with young people who are experiencing relationship abuse. They can be contacted on 0151 922 8606 or help@swacacom
- **Rape and Sexual Abuse Centre (RASA)**- they provide **essential** crisis and therapeutic support to individuals of all ages who have been affected by sexual violence at any time in their lives. This includes specialised counselling, support and an Independent Sexual Violence Advocacy (ISVA) service, which includes support through the Criminal Justice process. They

also provide an opportunity to give anonymous intelligence in relation to sexual violence if an individual does not want to make a formal complaint. They operate a help line on Tuesdays and Thursdays 6pm until 8pm, Friday 12noon until 2pm, Sunday 10am until 3pm. They can be contacted on 0151 558 1801 or sefton@rasamerseysideorg

- **Operation Encompass Scheme-** Sefton, in partnership with Merseyside Police, are part of the Operation Encompass Scheme. As an Operation Encompass school, we are alert to the indicators of abuse and we have a planned approach to supporting children in a proactive way. Operation Encompass is discussed during staff mandatory safeguarding training. Learning Mentors are available to support any victims of domestic abuse. Heads and Assistant Heads of Year are informed of any Operation Encompass referrals and monitor the pupils affected. Concerns are also raised with Sefton LA and the Sefton MASH team for further information and support, if necessary. Families of particular concern are contacted to discuss Early Help referral and support and signposted to organisations identified above. Healthy relationships are discussed as part of PSHE lessons.
- Other advice on identifying children who are affected by domestic abuse and how they can be helped is available at: <https://www.sefton.gov.uk/advice-benefits/crime-and-emergencies/domestic-abuse.aspx>
- [NSPCC-UK domestic-abuse signs symptoms effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [Safelives: young people and domestic abuse](#)

Homelessness

Range High School recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead is aware of contact details and referral routes in to 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, the family being asked to leave a property.

Our school will work closely with the Housing Options Team and other services if children in our school are homeless or are at risk from becoming homeless **The Housing Options Team can be contacted on 0151 934 3541.**

Children Missing from Education/Missing Pupils

A child going missing from education is a potential indicator of abuse or neglect. All staff should be aware that children going missing from education, particularly repeatedly, 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 FGM or risk of forced marriage.

Our attendance procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will use the following procedure, details of which have been shared with all staff:

If a student is unaccounted for please e-mail oncall@range.sefton.sch.uk

This will alert the on-call team, SLT, pastoral team and Gaynor Quinn, who may be able to account for the pupil or start a safeguarding check immediately.

Responsibility of the Heads and Assistant Heads of Year

'Provide Gaynor Quinn with a list of vulnerable students so you can be informed as soon as possible if one of the named vulnerable students is not in school or lesson.'

Our school will hold at least **two** contact numbers for every child. These will be used as part of the First Day Calling process. It is good practice to give our school additional options to make contact

with a responsible adult when a child is missing education / is also identified as a welfare and/or safeguarding concern.

Notifying the Local Authority

Our school will notify the Local Authority of any pupil/student who fails to attend school regularly after making reasonable enquiries or has been absent without the school's permission for a continuous period of 10 days or more. The school (regardless of designation) must also notify the Local Authority of any pupil/student who is to be deleted from the admission register.

Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered 'missing'.

Where a child leaves the school without a destination, or another school is not identified, our school will follow Sefton Council Children Missing Education Procedures and they can be found at [https://www.seftongovuk/schools-learning/attendance-and-welfare/children-missing-education-\(cme\).aspx](https://www.seftongovuk/schools-learning/attendance-and-welfare/children-missing-education-(cme).aspx) The school will liaise with Carole Blundell the Children Missing Education Co-ordinator who can be contacted on 0151 934 3181 or caroleblundell@seftongovuk

Non-collection of children

This is not applicable as School does not have a procedure for this.

Children who attend Alternative Provision

For our children who receive an education at another establishment but remain on our roll we will keep in touch on a regular basis with the alternative provision and will continue to monitor the attendance.

Children who are on a managed move supported by the in- year fair access protocol

Our school will work with the receiving school to monitor attendance. We will attend all of the reviews and if the decision is taken for the child to return, we will ensure they are fully supported.

Missing: Children who run away or go missing from home or care

The school 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 2020 highlights that 'Statutory Guidance on Children who Run Away or go Missing from Home or Care' 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 in order 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 in order 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 with 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 make arrangements for the interview.

In order 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 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 site for the interview to take place.

The school will check with the Local Authority whether or not 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 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 will facilitate that as appropriate.

Children and the court system

All staff should be aware that any child involved in legal proceedings should be made known to the Designated Safeguarding Lead. Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Where there is a family break-up, making child arrangements via the family courts following separation can be stressful and entrench conflict in families. There are two age-appropriate guides to support children [5-11 year olds](#) and [12-17 year olds](#), they explain each step of the process and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children <https://www.niccoorguk/> Staff must inform the Designated Safeguarding Lead if they know a child has a family member in prison. Our school will offer an early help assessment to the family if they need additional support.

Peer on Peer Abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals
- Abuse within intimate partner relationships
- 'Upskirting' involves someone taking a photograph under a person's clothes without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm (KCSiE 2020, Annex A page 94)

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a pupil could include:

- **physical abuse:** violence, particularly pre-planned, forcing others to use drugs or alcohol, teen dating violence
- **emotional abuse:** blackmail or extortion, threats and intimidation, bullying including cyberbullying, racial or sexual harassment or other imbalance of power, hazing – any activity expected of someone joining or participating in a group that humiliates, degrades, abuses or endangers participants regardless of a person's willingness to participate, stalking
- **sexual abuse:** indecent exposure, indecent touching or serious sexual assaults, forcing others to watch pornography or take part in sexting
- **sexual exploitation:** encouraging other children to attend inappropriate parties, photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

What to do:

- When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead should be informed
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances
- The DSL should contact children's services to discuss the case. It is possible that children's services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a children's services referral where appropriate
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in both pupils' files
- If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim)
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan
- The plan should be monitored, and a date set for a follow-up evaluation with everyone concerned

Sexual violence and sexual harassment between children in schools and colleges (All Staff including supply staff, volunteers and Trustees in our school will read Part five of keeping Children safe in Education 2020)

Range High School follows the DfE's advice about sexual violence and sexual harassment between children in schools and colleges Sexual Violence and Sexual Harassment between Children in Schools and Colleges (DfE May 2018).

Sexual violence and sexual harassment can occur between two pupils of any sex. They can also occur through a group of pupils sexually assaulting or sexually harassing a single pupil or group of pupils. It is more likely that girls will be the victims of sexual violence.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur on-line and offline (both physical and verbal) and are never acceptable. Range High School will ensure that **all** victims are taken seriously and offered appropriate support.

Sexual violence and sexual harassment is not acceptable at Range High School. Behaviours such as making sexual remarks, grabbing bottoms, breasts and genitalia is not 'banter' or 'having a laugh' and will never be tolerated.

Range High School recognises that the following pupils can be especially vulnerable to sexual violence and sexual harassment:

- Children with Special Educational Needs and Disabilities (SEND)
- Pupils who are Lesbian, Gay, Bi, or Trans, Questioning (LGBTQ) or who are perceived to be LGBTQ by their peers

Sexual Violence

Sexual violence refers to sexual offences under the Sexual Offences Act 2003:

- **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.
- **Consent:** 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. 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.

Sexual harassment: Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline 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.

Sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, calling someone sexualised names.
- sexual 'jokes' or taunting.
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes displaying pictures, photos or drawings of a sexual nature.
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (see Youth produced sexual imagery (Sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be stand alone, or part of a wider pattern of sexual harassment and/or sexual violence.

Harmful sexual behaviours:

Children's sexual behaviours exist on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Harmful sexual behaviours refers to problematic, abusive and violent sexual behaviours which are developmentally inappropriate and may cause developmental damage. For more information see NSPCC Harmful Sexual Behaviours. This can be found at <https://learningnspccorguk/research-resources/2019/harmful-sexual-behaviour-framework>

When considering harmful sexual behaviours, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older. However, a younger child can abuse an older child, particularly if they have power over them. A useful tool is: Brook Traffic Light Tool which can be found at https://legacybrookorguk/brook_tools/traffic/indexhtml?syn_partner=

Harmful sexual behaviours will be considered in a child protection context.

Range High School recognises that pupils displaying harmful sexual behaviours have often experienced their own abuse and trauma and they will be offered appropriate support. Range High School has a clear set of values and standards and these will be upheld and demonstrated throughout all aspects of school life. The school has a Behaviour Policy and Anti-Bullying Policy.

At Range High School we believe that our high quality Relationships and Sex Education will stay with our pupils for life. **RSE is not about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle of relationship choice.** RSE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. RSE at Range is pioneering an innovative curriculum fit for the world our young people are living in. We believe in empowering our pupils to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships. At Range we are committed to the important role that RSE plays in pupils' holistic education and we aim to build on the RSE programmes covered in Primary School.

RSE is taught within the school's Personal, Social and Health Education (PSHE) curriculum. Biological aspects of RSE are taught within the science curriculum. Please refer to their curriculum content for information on this.

KS3 programme of study: Pupils have fortnightly lessons where they have an in depth and age appropriate programme of study that incorporates aspects of RSE and wider topics. They will also have extra lessons in extended tutor that will again incorporate aspects of the RSE guidance.

KS4 programme of study: Pupils will have fortnightly lesson that will take place in tutor time. It will involve an in depth study of PSHE topics as well as aspects of the RSE guidance. They will complete all aspects this academic year.

Across both Key Stages, pupils will be supported with developing the following skills:

Communication, including how to manage changing relationships and emotions

- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

As well as their core programme of study, pupils will also take part in assemblies from internal staff and external agencies.

Responding to allegations of sexual harassment and sexual violence

Range High School will make decisions on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgment, supported by other agencies, such as children's social care and the police, as required. The management of children and young people with sexually harmful behaviour is complex and name of school will work with other relevant agencies to maintain the safety of the whole school community.

Our school will complete a risk and needs assessment for all reports of sexual violence. The need for a risk and needs assessment for reports of sexual harassment will be considered on a case by case basis. The assessment will consider:

- the victim, especially their protection and support
- the alleged perpetrator
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them

Range High School will ensure that appropriate measures are put in place to safeguard and support the victim, the alleged perpetrator and the school community.

Upskirting

Range High School will ensure that all staff and pupils are aware of the changes to the Voyeurism (Offences) Act 2019 which criminalise the act of 'upskirting'. The Criminal Prosecution Service (CPS) defines 'upskirting' as: "a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men

or women are wearing kilts, cassocks short or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders". Incidents of upskirting in the school will not be tolerated.

Range High School will make decisions on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgment, supported by other agencies, such as children's social care and the police as required.

Child sexual exploitation

Child sexual exploitation is a form of sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation can:

- affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex
- still be abuse even if the sexual activity appears consensual
- include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- take place in person or via technology, or a combination of both
- involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media)
- be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- be typified by some form of power imbalance in favour of those perpetrating the abuse. 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

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who have older boyfriends or girlfriends
- children who suffer from sexually transmitted infections or become pregnant
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education

Child sexual exploitation in Sefton is part of the child exploitation pathway

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur using technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country forced to shoplift or pickpocket, or to threaten other young people.

All of our staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:

- Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
- Increased absence from school
- Change in friendships/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of “deal line”. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

Modern Slavery Trafficked Children

Our school recognises Trafficking is where children and young people are tricked, forced or persuaded to be moved or transported and then exploited, forced to work or sold. Children are trafficked for sexual and criminal exploitation, benefit fraud, forced marriage, domestic slavery, forced labour, committing crime like theft, county lines.

The Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority (including schools) bears this obligation where it has ‘reasonable grounds to believe that a person may be a victim of slavery or human trafficking’ we will report our concerns in relation to the above and contact the DSL should we suspect or receive information that either parents or their children may be victims of modern slavery. Our DSL will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and/or other children National NRM guidance available at: https://www.modernslaveryhelpline.org/learn-more/frontline-professionals/nrm-overview-and-form?gclid=EAIaIqobChMIInpLM0pm66wIVeU7tCh2YwAbQEAAAYASAAEgKrKfD_BwE

Our DSL will also have a conversation with the MASH Team.

Abuse and exploitation:

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- 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, 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.

Where there are concerns that a child or young person may be or is at risk of becoming involved in gang related activity and being exploited, we will complete the checklist in accordance with the local procedures.

The School understands that Early Help can be crucial in the early identification of children who may need additional support, due to gang related activity and as such will provide an early help response when concerns are raised about indicators of gang activity.

If, however, information suggests a child may be at risk of significant harm due to gang related activity, a referral will be made to Sefton Multi Agency Safeguarding Hub [MASH].

The child in question will be discussed at the Multi- Agency Child Exploitation Panel [MACE] the school will be invited to the meeting to contribute to the plan that is put into place.

The **MACE** is a multi-agency professional meeting. It is aimed at preventing **children** and young people from being **exploited** by working together to gather, share and understand information and intelligence in order to identify potential risks and for agencies to use their resources to protect the **child** or young person.

Our school will use advice produced by the Home Office in order for staff to have an understanding the risks associated with gang related behaviour and what measures can be taken to address these issues. The guidance can be found at:-

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018pdf

Online safety

The use of technology has become a significant component of many safeguarding issues, for example, technology often provides the platform that facilitates child sexual exploitation, criminal exploitation, radicalisation and sexual predation.

There are three categories of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material, for example, pornography, fake news, racist or radical and extremist views;
- **Contact:** being exposed to harmful online interaction with other users, for example, commercial advertising as well as adults posing as children or young adults; and
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm, for example, making, sending and receiving explicit images, or online bullying

Our school will:

- Ensure that appropriate filtering and monitoring systems are in place to safeguard children and young people from potentially harmful and inappropriate online material. The use of filters is routinely monitored and updated by Steve Latham the Network Manager and any breaches dealt with in accordance with school procedures
- Be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to on-line teaching and safeguarding
- Acknowledge that whilst filtering and monitoring is an important part of Range High School's on-line safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to the school control, such as mobile phones and other internet enabled devices and technology 3 & 4 G data. As part of student's e-Safety curriculum, they

are taught about 3 & 4G networks. Students are taught about different apps that make use of their location, the dangers of sharing their location from their devices and how to turn this setting off. The e-safety officer delivers yearly parental e-safety update evenings. Parents are given information about how they can monitor their child's activities on their devices and how to open up conversations with their child about their online activities which are often difficult to track outside of the home Wi-Fi.

- Ensure a comprehensive whole school curriculum response is in place to enable all students to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online. Online safety is taught discretely in Computer Science lessons. This is largely factual and will allow students to develop their knowledge of online safety issues. The content is phased and is relevant to specific year groups. The themes are: Year 7 – Aggression (bullying, harassment, stalking, violence, hateful content) Year 8 – Commercial (Tracking, harvesting personal information, phishing, spam, spim, illegal downloading, hacking, viruses, gambling, scams) Year 9 – Sexual (meeting strangers, grooming, pornographic/unwelcome sexual content, sexting, laws). Years 10 – Values (self-harm, unwelcome persuasions, bias, racism, misleading information, health and wellbeing, protecting your future).

Online Safety is also covered in PHSE lessons. This is largely discussion based which allows students to discuss the impacts & consequences of their actions online. The e-safety officer delivers 'e-Safety' update evenings to allow parents to become aware of new developments. In particular, these sessions highlight new apps that children are using, the possible risks and our recommends of how to keep children safe. The e-safety officer speaks with school governors periodically to inform them of new developments and the possible risks that children face. They are also updated as to the methods that are used to monitor students' actions in school.

- Detailed information about the school's response to on-line safety can be found in the school's E-Safety Policy and Acceptable Use Policy, which can be found on the school website.
- Ensure the Governing Board has had due regard to the additional information and support set out in KCSiE and will ensure that the school has a whole school approach to on-line safety and has a clear policy on use of communications technology in school
- Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects can be found at :-
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_schoolpdf

Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school. See School Mandatory Safeguarding Presentation and Professional Expectations document.

Youth Generated Sexualised Imagery (sexting)

Our school recognises the impact of online social communication and the issue of sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet. We pay due regard to the Guidance issued by the UK Council for Child Internet Safety in relation to how we respond to incidents.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17pdf

The NSPCC also provide support if children have been sexting or sending nudes.

https://www.nspcc.org.uk/keeping-children-safe/online-safety/sexting-sending-nudes/?gclid=EAlaIqobChMIupfG0cO56wIVlvtCh1OFQZrEAAYASAAEgKoU_D_BwE&gclid=awds

In all cases where an incident of youth produced sexual imagery is reported the following actions will be undertaken:

- The incident should be reported to the Designated Safeguarding Lead as soon as possible
- The Designated Safeguarding Lead should hold an initial review discussion or meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to Sefton MASH and/or the police immediately

When considering appropriate action regarding sexting, the DSL will take the age of the child involved and the context into account. Children under 13 are given extra protection from sexual abuse. The law makes it clear that sexual activity with a child under 13 is never acceptable and that children of this age can never legally give consent to engage in sexual activity. Any situations involving pupils in this school and sexting will be taken seriously as potentially being indicative of a wider child protection concern or as being problematic sexual behaviour.

Any direct disclosure by a pupil (male or female) will be taken very seriously. A child who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves. When an incident involving sexting comes to a school's attention the following steps will be taken:

STEP 1: Disclosure by a child

Our school's safeguarding procedures will be followed if a child makes a disclosure relating to sexting. A child is likely to be very distressed, especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need support during the disclosure and after the event. They may even need immediate protection or a referral to the (MASH). In all cases, the DSL will be informed as soon as possible.

The following questions will help decide upon the best course of action:

- Is the child disclosing about themselves receiving an image, sending an image or sharing an image?
- What sort of image is it? Is it potentially illegal or is it inappropriate?
- How widely has the image been shared and is the device in their possession?
- Is it a school device or a personal device?
- Does the child need immediate support and/or protection?
- Are there other children and/or young people involved?
- Does the child know where the image has ended up?

STEP 2: Searching a device – what are the rules?

A device can be examined, confiscated and securely stored if there is reason to believe it contains indecent images or extreme pornography. The device will not be searched if this will cause additional stress to the child whose image has been distributed. Where a decision is taken to search the device, the following conditions will apply:

- The search will be conducted by the Head teacher or a person authorised by them. No other member of staff will search a device
- The DSL or a deputy will be present
- The search will be conducted by a member of the same sex
- A record will be kept of the incident

We will never:

- search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the young person UNLESS there is clear evidence to suggest that there is an immediate problem
- print out any material for evidence
- move any material from one storage device to another

If there is an indecent image of a child on a website or social networking site, the image will be reported to the site hosting it. In this event, we will follow the reporting procedures on the respective website. However, in the case of a sexting incident involving a young person where it is felt that they may be at risk of abuse, we will report the incident directly to CEOP (www.ceoppoliceuk/ceop-report). This organisation can then expedite the case with the relevant provider and ensure that appropriate action is taken to safeguard the child.

STEP 3 - What we will or will not do with the image

If the image has been shared across a personal mobile device, we will confiscate and secure the device(s).

We will never:

- view the image, unless there is a clear reason to do so (see above)
- send, share, copy or save the image anywhere
- allow children to do any of the above

If the image has been shared across a school network, a website or a social network we will block the network to all users and isolate the image.

STEP 4 - Who will deal with the incident?

Whoever the initial disclosure is made to will inform the DSL or deputy DSL as soon as possible. The DSL will record the incident using the school's Safeguarding icon on ClassCharts and Safeguarding Reporting Form. There may be instances where the image needs to be viewed and this will be done in accordance with the information outlined above. Acting in the **best interests** of the child will always come first.

STEP 5 - Deciding on a response

There may be a multitude of reasons why a child has engaged in sexting – it may be a romantic/sexual exploration scenario, or it may be due to coercion. It is important to remember that it won't always be appropriate to inform the police; this will depend on the nature of the incident. However, as a school, we will ensure that incidents are consistently recorded. It may also be necessary to assist the child in removing the image from a website or elsewhere.

We will always:

- store the device securely;
- carry out a risk assessment in relation to the child;

- inform the parents about the incident and how it is being managed unless there is good reason to believe that involving parents would put the child at risk of harm;
- contact the police (if appropriate);
- put the necessary safeguards in place for the child, e.g. they may need an early help assessment, counselling support or immediate protection

STEP 6 - Contacting other agencies (making a referral). An immediate referral will be made to the police and the MASH in the following circumstances:

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

If none of the above applies, the school may choose to deal with the incident without involving the police or social care. This will usually be the case where the Designated Safeguarding Lead is confident that they have enough information to assess the risks to the pupils involved and the risks can be managed within the school pastoral support and disciplinary framework. All decisions and rationale for decision making will be recorded. All decisions will be based on the best interests of the child/ren.

All incidents will be recorded. The school will pay due regard to the Department for Education guidance: Searching, Screening and Confiscation advice 2018 which can be found at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscationpdf

Bullying (See School Behaviour Policy)

Range High School has an anti-bullying policy which is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms, e.g. cyber, racist, homophobic and gender-related bullying.

We keep a record of known bullying incidents which is shared with and analysed by the Governing Board. All staff are aware that children with SEND and/or differences or perceived differences are more susceptible to being bullied or victims of child abuse.

If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the headteacher and DSL will consider implementing child protection procedures.

The subject of bullying is addressed at regular intervals in PHSE education

Prejudice based abuse

Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived:

- Disability
- Race
- Religion

- Gender identity
- Sexual orientation

Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'.

This can be evidenced by:

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic language
- hate graffiti (e.g. on school furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- inciting hatred or bullying against pupils who share a protected characteristic
- prejudiced or hostile comments in the course of discussions within lessons teasing in relation to any protected characteristic e.g. sexuality, language,
- religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred

Racist incidents

Our policy on racist incidents, and online racist incidents, is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. (See School Behaviour Policy.)

Cyberbullying

Central to our School's anti-bullying policy is the principle that '*bullying is always unacceptable*' and that '*all pupils have a right not to be bullied*'.

The school recognises that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the site.

Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself".

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts

- Making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal. If we become aware of any incidents of cyberbullying, we will consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate or are required to do so.

Gaming

Online gaming is an activity that the majority of children and many adults get involved in. The school will raise awareness by:

- Talking to parents and carers about the games their children play and help them identify whether they are appropriate
- Supporting parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode
- Talking to parents about setting boundaries and time limits when games are played
- Highlighting relevant resources
- Making children aware of the dangers including of grooming and how to keep themselves safe
- Making our children aware of how to report concerns

Child abuse linked to faith and belief

The term 'belief in spirit possession' is the belief that an evil force has entered a child and is controlling him or her. Sometimes the term 'witch' is used and is the belief that a child is able to use an evil force to harm others. There is also a range of other language that is connected to such abuse. This includes black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah, demons, and child sorcerers. In all these cases, genuine beliefs can be held by families, carers, religious leaders, congregations, and the children themselves that evil forces are at work. Families and children can be deeply worried by the evil that they believe is threatening them and abuse often occurs when an attempt is made to 'exorcise', or 'deliver' the child. Exorcism is the attempt to expel evil spirits from a child. The belief in 'possession' or 'witchcraft' is widespread. It is not confined to particular countries, cultures or religions, nor is it confined to new immigrant communities in this country. Any concerns about a child which arise in this context must be taken seriously (Safeguarding Children from Abuse Linked to a Belief in Spirit Possession 2007).

Where the concerns about abuse linked to witchcraft and spirit possession for the welfare and safety of the child or young person are such that a contact to Sefton MASH must be made. Information for those who work with children to help raise awareness and prevent child abuse arising from religion or superstition a national action plan has been developed. This can be found at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/175437/Action_Plan_-_Abuse_linked_to_Faith_or_Beliefpdf

Gender based violence / Violence against women and girls

The government have a strategy looking at specific issues that women and girls face. Within the context of this safeguarding policy the following sections are how we respond to violence against girls. Female genital mutilation, forced marriage, honour-based abuse and teenage relationship abuse all fall under this strategy This can be found at:-

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

So-called 'honour-based' abuse (including FGM, forced marriage and breast ironing)

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

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

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

Breast Ironing

Breast ironing is where young pubescent girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. The custom uses large stones, a hammer or spatulas that have been heated over scorching coals to compress the breast tissue, or an elastic belt to press the breasts so as to prevent them from growing in girls as young as 9 years' old.

Female genital mutilation (FGM)

Female genital mutilation (FGM), is the ritual cutting or removal of some or all of the external female genitalia. The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM and what procedures they need to follow.

Indicators that FGM has already occurred include:

A pupil confiding in a professional that FGM has taken place

A mother/family member disclosing that FGM has been carried out

A family/pupil already being known to children's social care in relation to other safeguarding issues

A girl:

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

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

The girl's family having a history of practising FGM (this is the biggest risk factor to consider)

FGM being known to be practised in the girl's community or country of origin.

A parent or family member expressing concern that FGM may be carried out.

A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues.

A girl:

- Having a mother, older sibling or cousin who has undergone FGM

- Having limited level of integration within UK society
- Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

Forced marriage

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

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

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

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fcogovuk
- Refer the pastoral tutor, learning mentor, or school counsellor, as appropriate

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), with pages 35-36 of which focus on the role of schools and colleges.

Private Fostering

Many adults find themselves looking after someone else’s child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority for the care of a child under the age of 16 under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering. The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children who need alternative care because of parental illness;
- Children whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children sent from abroad to stay with another family, usually to improve their educational opportunities;

- Unaccompanied asylum seeking and refugee children;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children staying with families while attending a school away from their home area

Our school will fulfil the mandatory duty to inform Sefton MASH Team of a private fostering arrangement - this is done by contacting Sefton MASH A social worker will undertake:

- an assessment of the needs of the child, and consider whether there is any help that should be provided,
- check that private fostering carers are suitable people to care for children, and that the accommodation where children will be cared for is adequate,
- decide whether the private fostering arrangements are satisfactory and can go ahead
- visit children who are privately fostered to ensure their needs are met, and they are being properly looked after

Preventing radicalisation

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

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

Terrorism is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

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

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

Staff will be alerted to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities, they used to enjoy
- Converting to a new religion

- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

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

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel Guidance](#), and a Channel awareness e-learning programme is available for staff at: [Channel General Awareness](#)

Our Designated Safeguarding Lead (and any deputies) are aware of local procedures for making a Channel referral. As a Channel partner, the school may be asked to attend a Channel panel to discuss the individual referred, to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Further information on the school's measures to prevent radicalisation are set out in the online e-Safety Policy and Acceptable Use Policy. See also PSHE SOW: Rights and Responsibilities.

Checking the identity and suitability of visitors

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

If the visitor is unknown to the school, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification
Visitors are expected to sign the visitors' book and wear a visitor's badge.

All visitors to our setting, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities, is not seeking to disseminate extremist views or radicalise pupils or staff.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism 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 should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the [Revised Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76 which are specifically, concerns with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

Pupil Mental Health

There will be occasions when pupils struggle with mental health issues resulting in low mood or self-harm. If a member of staff notices a pupil in a low mood they should speak with the (relevant professional for example head of year). Should there be any signs that that pupil is at risk or that there is a threat or has been self-harm, this should be reported to the DSL. Pupils will be monitored and if needed a referral should be made to the MASH. If parents are able to keep the child safe they should be contacted and advised to seek medical advice from their GP/A&E.

The student will be provided with support in school through the pastoral care systems and external agencies. Should the pupil pose significant risk in school a Risk Assessment may be put in place to ensure the pupil is safe. These will be sent to staff on a termly bases following a review or as required if a new case comes along Staff must follow these risk assessments.

Our school recognise the COVID 19 pandemic may have affected our children's mental health and wellbeing. The Government has issued guidance for parents and carers in relation to children and young people's mental health and well-being This can be found at:

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak>

KOOTH IN SEFTON

Kooth is an online counselling and emotional well-being platform for children and young people, accessible through mobile, tablet and desktop and is free at the point of use. Kooth is an early intervention resource which targets improvements in young people's emotional and mental wellbeing.

Online support will address a wide range of health and wellbeing issues such as relationships, bullying, self-harm, suicide, loneliness, self-confidence, self-esteem, pregnancy, abuse, bereavement, anger and risk-taking behaviours, although this list is not exhaustive.

Young people aged 11 to 19 will self-refer into the service 24 hours a day, seven days a week, 365 days a year, although only dedicated counsellor hours will be provided. Outside counselling hours, young people will be able to access such features as online articles, forums and message boards. The online facility must be compatible with mobile media devices.

North West Borough HealthCare will actively support promotion of the service to children, young people, parents, schools and other relevant professional groups.

<https://xenzonecom/free-online-counselling-sefton/>

Parental Mental Health

The term "mental ill health" is used to cover a wide range of conditions, from eating disorders, mild depression and anxiety to psychotic illnesses such as schizophrenia or bipolar disorder. Parental mental illness does not necessarily have an adverse impact on a child's developmental needs, but it is essential to always assess its implications for each child in the family.

It is essential that the diagnosis of a parent/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk.

For children the impact of parental mental health can include:

- The parent / carer's needs or illnesses taking precedence over the child's needs
- Child's physical and emotional needs neglected
- A child acting as a young carer for a parent or a sibling
- Child having restricted social and recreational activities
- Child finds it difficult to concentrate- impacting on educational achievement
- A child missing school regularly as (s)he is being kept home as a companion for a parent / carer
- Adopt paranoid or suspicious behaviour as they believe their parent's delusions
- Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)
- Obsessional compulsive behaviours involving the child

If staff in our school become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, the information will be shared with the DSL who will undertake an assessment of the situation and seek support from Children's social care or other relevant agencies.

Self-harm

Self-harm is a coping mechanism which enables a person to express difficult emotions. Young people who hurt themselves often feel that physical pain is easier to deal with than the emotional pain they are experiencing, because it is tangible. But the behaviour only provides temporary relief and fails to deal with the underlying issues that a young person is facing. For some people, self-harm may last for a short time. For others, it can become a long-term problem. Some people self-harm stops for a while, and return to it months, even years, later, in times of distress.

Risk factors that indicate a child or young person may be at risk of taking actions to harm themselves or attempt suicide can cover a wide range of life events such as: bereavement, bullying, cyber bullying, mental health problems including eating disorders, family problems such as domestic violence, any form of abuse or conflict between the child and parents.

The most common forms of self-harm are:

- cutting
- biting self
- burning, scalding, branding
- picking at skin, reopening old wounds
- breaking bones, punching
- hair pulling
- head banging
- ingesting objects or toxic substances
- overdosing with a medicine

Self-harm is usually a secretive behaviour, but signs may include:

- wearing long sleeves at inappropriate times
- spending more time in the bathroom
- unexplained cuts or bruises, burns or other injuries

- unexplained smell of Dettol, TCP, etc
- low mood - seems to be depressed or unhappy, low self-esteem, feelings of worthlessness
- any mood changes - anger, sadness
- changes in eating or sleeping patterns
- losing friendships, spending more time by themselves and becoming more private or defensive
- withdrawal from activities that used to be enjoyed
- abuse of alcohol and or drugs

Range High School recognises that any pupil who self-harms or expresses thoughts about self-harm and/or suicide, must be taken seriously and appropriate help and intervention will be offered at the earliest point. Any member of staff who is made aware that a pupil has self-harmed or is contemplating self-harm or suicide will record and report the matter to the DSL as soon as possible as with any other safeguarding concern. The DSL will contact the relevant agency. Where a child has suffered harm or is at risk from significant harm a referral will be made to the MASH team.

Extra Familial Harm – (Contextual Safeguarding)

We recognise 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. 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-Briefingpdf>

11. CHILDREN WHO MAY BE PARTICULARLY VULNERABLE

Some children may be at increased risk of neglect and/or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect. To ensure that all our children receive equal protection, we will give special consideration and attention to children who are:

- living in a known domestic abuse situation;
- affected by known parental substance misuse;
- Children exposed or those engaging in serious crime
- at risk of fabricated or induced illness;
- asylum seekers;
- living away from home;
- vulnerable to being bullied, or engaging in bullying;
- living in temporary accommodation;
- living transient lifestyles;
- living in chaotic, neglectful and unsupportive home situations;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- involved directly or indirectly in prostitution or child trafficking;
- involved in modern slavery
- do not have English as a first language

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

12. PUPILS WITH SEND/DISABILITY

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances
- Invasive procedures

13. CHILDREN LOOKED AFTER OR PREVIOUSLY LOOKED AFTER

The Designated Teacher

Our school has a Designated Teacher – David Cregeen - for Looked-After and previously Looked-After Children. They have lead responsibility for helping school staff understand the things which affect how looked-after children learn and achieve in line with the DfE guidance. The Designated Teacher for looked-after and previously looked-after children – Statutory guidance on their roles and responsibilities (Feb 2018) is

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_childrenpdf

The Designated Teacher will:

- Promote a culture of high expectations and aspirations for how looked-after children learn;
- Make sure the young person's views are listened to in setting learning targets;
- Be a source of advice for staff about differentiated teaching strategies appropriate for the individual
- Ensure there are clear lines of communication with the Foster carer and the Manager of the children's home.
- Make sure that looked-after or previously looked-after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home;
- Have lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school
- Work really closely with the Virtual School to achieve the best outcomes for the child

Members of staff employed in the Virtual School are detailed below

Nicola Walsh	Virtual Headteacher	Nicolawalsh@seftongovuk 0151 934 2226
Mary Palin	Deputy Virtual Head teacher	Marypalin@seftongovuk
Susan Flynn	Education Co-ordinator	susanflynn@seftongovuk 0151 934 3053
Gemma Stevenson	Family Intervention Worker Responsible for Attendance	Gemmastevenson@seftongovuk 0151 934 3152
Alison Larkin	PEP Officer	AdminVirtualSchool@seftongovuk 0151 934 2221

14. CHILDREN WHO REQUIRE EARLY HELP

All Staff (Trustees and Volunteers) working within the School should be alert to the potential need for early help for children, considering following the procedures identified for initiating early help using the Sefton level of need document which can be found at:
<https://seftonlscborguk/lscb/news/level-of-need-guidance>

Our School is committed to using the Early Help Process in order to support children and their families and we will take on the role of Lead Worker where this is deemed to be appropriate. We have staff that are trained in delivering early help support and using the early help system.

If we require an additional Early Help service for a family, we will complete an assessment.

The Locality Teams in Sefton are located across Family Well-being Centres. Our school has an Early Help Worker – Lynne Dillon - who is the single point of contact and they will offer support, advice and guidance to the school

The name of the Early Help worker linked to our school is Jennifer Ferguson who is based in (Talbot Street Family Well-being Centre).

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 or not they have a statutory education, health and care plan
- is a young carer
- is persistently absent from school
- is at risk from exclusion

- Not in education, training or employment after the age of 16 (NEET)
- 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 or exploitation
- 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

Knowing what to look out for is vital to the early identification of abuse and neglect. If staff are unsure, they should always speak to the DSL (or deputy). If in exceptional circumstances the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from children's social care. In these circumstances, any action taken should be shared with the DSL as soon as is practically possible.

15. WHAT TO DO IF STAFF ARE CONCERNED ABOUT A CHILD'S WELFARE

If staff members have concerns about a child, they should raise these with the DSL. This also includes situations of abuse which may involve staff members.

All staff are required to report any concerns in writing. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often, however, concerns accumulate over a period of time and are evidenced by building up a picture of harm; it is crucial that staff record and pass on their concerns in accordance with these procedures to allow the DSL to build up a picture and access support for the child in question.

The DSL will decide whether to make a referral to Sefton MASH, but it is important to note that where a staff member feels that their genuine concerns are not being addressed, they may refer their concerns to the Sefton MASH directly. Alternatively, the NSPCC have a whistleblowing advice line for professionals who have concerns over how child protection issues are being handled in either theirs or another organisation <https://www.nspcc.org.uk/fighting-for-childhood/news-opinion/new-whistleblowing-advice-line-professionals/>

Where a child and family would benefit from co-ordinated support an Early Help Assessment needs to be undertaken. These assessments should identify what help the child and family require and prevent needs escalating to a point where intervention would be needed via a statutory assessment. The Early Help Assessment should be undertaken by a lead professional that identifies there are additional needs and support is required from outside agencies.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Sefton MASH immediately. If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

16. WHAT TO DO IF A PUPIL DISCLOSES TO A MEMBER OF STAFF

The way in which a member of staff talks to a child who discloses abuse could have an effect on the evidence that is put forward, if there are subsequent proceedings, and it is important that staff do not jump to conclusions, ask leading questions, or put words in a child's mouth. If a child makes a disclosure to a member of staff or other adult working in school s/he should write a record of the conversation as soon as possible, stating exactly, in the child's words, what has been said, noting any action taken in cases of possible abuse. This must be signed and include the day of the week, date, time and place of the disclosure. A body map needs to be used when appropriate. All records must be locked in a secure place.

Inform the Designated Safeguarding Lead (DSL), who will evaluate the assessment and concern record. Initial contact will be made with the MASH where necessary. The DSL can have a consultation with the MASH social worker to outline their concerns and the MASH will give advice. If it is the case that a referral has to be made the DSL will complete the on-line Form.

If a referral needs to be made, or consultation with any other agency is deemed necessary then we recognise that it is good practice to inform parents and child of actions to be taken unless this puts the child at further risk of harm.

Multi-Agency Safeguarding Hub [MASH] Tel: 0151 934 4013/ 4481

Staff must be aware that:

- it is not the responsibility of teachers, other staff or volunteers to investigate suspected cases of abuse;
- they should not take any action beyond that agreed in the procedures established by the school and Sefton LSCB
- they cannot promise a child complete confidentiality - instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe

Listening to Children

Experience and consultation with children show that a child will talk about their concerns and problems to people they feel they can trust, and they feel comfortable with. This will not necessarily be a teacher. It is therefore essential that all staff and volunteers in a school or establishment know how to respond sensitively to a child's concerns, who to approach for advice about them, and the importance of not guaranteeing complete confidentiality.

Any member of staff or volunteer in our school who is approached by a child wanting to talk will listen positively and reassure the child. They will record the discussion with the pupil as soon as possible and take action in accordance with the school's child protection procedures.

If a child chooses to disclose, the member of staff or other adult in the school will:

- be accessible and receptive;
- stay calm listen carefully at the child's pace;
- accept what is said - take what is said seriously;
- reassure the child that they are right to tell;
- tell the child that this information must be passed on;
- make a written record, which should be signed and include the time, day, date, and your position in school
- Pass to the DSL or deputy with no delay

Staff or other adults will **never**:

- take photographs or examine an injury;
- investigate or probe, aiming to prove or disprove possible abuse never ask leading questions;
- make promises to children about confidentiality or keeping 'secrets';
- assume that someone else will take the necessary action;
- jump to conclusions or react with shock, anger or horror;
- speculate or accuse anybody;
- confront another person (adult or child) allegedly involved;
- offer opinions about what is being said or about the person/s allegedly involved;
- forget to record what has been said;
- fail to pass the information on to the correct person;
- ask a child to sign a written copy of the disclosure

Vulnerable Groups: For children with communication/language difficulties or who use alternative/augmented communication systems, staff and other adults may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children. In some cases, it may be appropriate to seek the services of a professional interpreter.

Working Together to Safeguard Children (July 2018) describes what children have said they need:

- **Vigilance:** to have adults notice when things are troubling them understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon
- **Stability:** to be able to develop an ongoing stable relationship of trust with those helping them
- **Respect:** to be treated with the expectation that they are competent rather than not
- **Information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans
- **Explanation:** to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
- **Support:** to be provided with support as well as a member of their family
- **Advocacy:** to be provided with advocacy to assist them in putting forward their views
- **Protection:** to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee

17. 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 will make contact with 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 first be sought from the MASH team.

Where there are concerns about fabricated illness, forced marriage or honour based violence parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

18. MAKING A REFERRAL

Concerns about a pupil or a disclosure should be discussed with the DSL who will help decide whether a referral to the MASH is appropriate. If a referral is needed, then the DSL should make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made, they can and should consider making a referral themselves.

If a pupil is in immediate danger or is at risk of harm a referral should be made to MASH and/or the police immediately. Anybody can make a referral.

Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

MASH contact number: **0151 934 4013/ 4481**

The person making the referral should provide the following information if available - note - absence of information must not delay a referral:

- Full name, any aliases, date of birth and gender of child/children;
- Full family address and any known previous addresses;
- Identity of those with Parental Responsibility;
- Names, date of birth and information about all household members, including any other children in the family, and significant people who live outside the child's household;
- Ethnicity, first language and religion of children and parents/carers;
- Any need for an interpreter, signer or other communication aid;
- Any special needs of the child/ren;
- Is the child registered at a school or regularly attending a school? If so, identify the school;
- Any significant/important recent or historical events/incidents in the child or family's life;
- Has the child recently spent time abroad or recently arrived in the area?
- Cause for concern including details of any allegations, their sources, timing and location;
- The identity and current whereabouts of the suspected/alleged perpetrator;
- The child's current location and emotional and physical condition;
- Whether the child is currently safe or is in need of immediate protection because of any approaching deadlines (e.g. child about to be collected by alleged abuser);
- The child's account and the parents' response to the concerns if known;
- The referrer's relationship and knowledge of the child and parents/carers;
- Known current or previous involvement of other agencies/professionals;
- Information regarding parental knowledge of, and agreement to the referral

The MASH should make a decision within **one** working day of a referral being made about what course of action they are taking and they should let the referrer know the outcome. The DSL will follow up on a referral should that information not be forthcoming. If, after a referral, the child's situation does not appear to be improving, the DSL will press for re-consideration using Sefton Escalation Policy and Procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves. The escalation policy can be found at:-

<https://seftonlscbsafeguardingpoliciesorguk/may-2017/sec-17-escalation-procedure-resolution-of-professional-disagreement/175-notification-to-lscb-of-invoking-escalation-procedure>

19. PARTNERSHIP WITH PARENTS

The school shares a purpose with parents to educate, keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly.

We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so in order to protect a child.

The school will, in most circumstances, endeavour to discuss all concerns about their children with parents. There may, however, be exceptional circumstances when the school will discuss concerns with Children's Social Care and/or the Police without parental knowledge. The school will, of course, always aim to maintain a positive relationship with all parents.

The Child Protection Policy and procedures is available on request.

20. WORKING WITH OTHER AGENCIES

The School recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals (in discussion with parents) as appropriate. Information on the Early Help Assessment process is available at <https://www.seftongov.uk/social-care/children-and-young-people/early-help/early-help-information-for-professionals.aspx>

Schools are not the investigating agency when there are child protection concerns and thus, the school will pass all relevant cases to the statutory agencies, which we will support in undertaking their roles. Staff should understand that alongside this, the school may have a crucial role in supporting the child whilst investigations and assessments take place.

Multi-Agency Working -The School recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Group meetings, Strategy Meetings, Child in Need meetings and Early Help/Team around the Family or Team around the Family meetings.

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities offering support and assistance from external agencies where required.

SUPERVISION AND SUPPORT FOR STAFF

At Range High School, supervision provides support, coaching and training for staff and promotes the interests of children and fosters a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues.

Supervision provides opportunities for staff to:

- discuss any issues – particularly concerning children's development or wellbeing;
- identify solutions to address issues as they arise; and
- receive coaching to improve their personal effectiveness

Regular staff appraisals are carried out to review their practice to ensure they improve; identify any training needs and secure opportunities for continued professional development.

Staff will be supported and supervised by David Cregeen.

The designated safeguarding lead will be supported by Vicky Ashworth and the School Safeguarding Link Trustee.

*Any member of staff affected by issues arising from concerns for a child's welfare or safety can seek support from the DSL. The DSL can put staff and parents in touch with outside agencies for professional support if they so wish.

Child Protection and Safeguarding advice and support is available from Tracy McKeating LA Education Safeguarding Lead who can be contacted on 07837863075.

tracymckeating@seftongovuk

21. CONFIDENTIALITY

Range High School recognises that confidentiality should be maintained in respect of all matters. Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding. Range High School recognises safeguarding and child protection information is confidential and personal. Other than the agreed communication lines in school, it is for the DSL(s) to decide what information needs to be shared, with whom, how and when, and whether consent needs to be gained for this process.

The Headteacher or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

All staff are made aware that they cannot keep 'secrets' and absolute confidentiality with children, and that if a child discloses abuse or gives information that suggests they may be at risk, this **MUST** be passed on to the DSL as soon as possible. The child should be told who their disclosure will be shared with and what will happen next.

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm.

Where there is a child protection concern it will be passed immediately to the Designated Safeguarding Lead and/or to children's social care. When a child is in immediate danger children's social care/the police will be contacted.

22. INFORMATION SHARING RECORD KEEPING

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment and service provision to keep children safe. Serious Case Reviews (SCR's) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare of children (Working Together to Safeguard Children 2018 para 23).

We will adopt the information sharing principles detailed in statutory safeguarding guidance contained within:

- DfE KCSiE 2020 paragraphs 82 to 88 and paragraph 94 has been updated to further clarify about GDPR and withholding information
- HM Working Together to Safeguard Children 2018 Para 23 to 27 and on pages 20 and 21
- HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (which has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018
- Sefton Local Children's Safeguarding Board Guidance

GDPR training for Trustees will be part of a future Governor Development Plan.

Records and Monitoring (KCSiE 2020 paragraphs 55, 87, 88, 240 to 243, Part Five, Annex B page 100 to 101)

Any concerns about a child will be recorded in writing as soon as possible. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such.

At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person. The body map should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services e.g. MASH or the child's social worker if already an open case to social care.

A chronology will be kept in the main school file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the Designated Safeguarding Lead should the number of concerns rise or, in their professional judgement, become significant.

Our school will ensure all our files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

Why recording is important

Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.

We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always necessarily apparent at the time on occasions, this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

A 'child protection' or 'confidential' file should be commenced in the event of:

- A referral to MASH/Children's Social Care
- A number of minor concerns on the child's main school file
- Any child open to social care

All "child protection" or "confidential" files should contain:

- A front sheet
- A chronology
- A record of concern in more detail and body map, where appropriate

- A record of concerns and issues shared by others

The school will keep both written paper and electronic records of concerns about children even where there is no need to refer the matter to MASH/Children's Social Care (or similar) immediately but these records will be kept on the pupil's area on ClassCharts.

Records will be kept up to date and reviewed regularly by the Designated Safeguarding Lead to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

Range High School uses the Safeguard My School facility from Edukey to safely record and store safeguarding information.

The 'confidential' file can be active or non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan or EHA and this level of activity can be recorded on the front sheet as a start and end date. If future concerns arise, they can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

Where children leave the school we will ensure their confidential/child protection file is transferred to the new school or college as soon as possible (this should be within five days). This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. It would good practice, wherever possible, for the file to be hand-delivered to the receiving designated safeguarding lead with a discussion taking place. There should be a smooth and safe transition for the child.

Those schools that use electronic case record management systems should continue to have good dialogue between the Designated Safeguarding Leads to ensure children subject to child protection and safeguarding concerns are well supported and any transition arrangements or change of school and or education provision should be seamless.

Recording Practice

Timely and accurate recording will take place when there are any issues regarding a child.

A recording of each and every incident or concern for the child will be made, including any telephone calls to other professionals. These will also be recorded on the chronology and kept within the child protection file for that child, as over time they are likely to help identify any patterns or emerging risks and needs. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded.

The chronology will be brief and log activity; the full recording will be on the record of concern. Details will also be held electronically using the Safeguarding tab on ClassCharts. This information is only visible to safeguarding and pastoral leads with enhanced security clearance.

Further detailed recording will be added to the record of concern and will be signed and dated. Records will include an analysis of the event or concerns and will take account of the holistic needs of the child, and any historical information held on the child's file.

Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge, and this will assist in promoting an evidence-based assessment and determining any action(s) that needs to be taken.

This may include no further action, whether an EHA should be undertaken, or whether a referral should be made to MASH/Children's Social Care.

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school and DSL team in the early identification of any concerns which may require addressing further and the prevention of future harm, risk or abuse.

The Designated Safeguarding Lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file, Safeguard My School and through an ongoing dialogue with pastoral staff) They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

A record on ClassCharts will be made of all incidents where pupils have expressed racist, homophobic, extremist or radical views which will be monitored at a senior level.

23. ALLEGATIONS AGAINST MEMBERS OF STAFF OR VOLUNTEERS

If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or volunteer) posing a risk of harm to children, speak to the Headteacher. If the concerns/allegations are about the headteacher, speak to the chair of Trustees.

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

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

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

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

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

Suspension

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

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

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children

- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted

Definitions for outcomes of allegation investigations

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

Procedure for dealing with allegations (The Local Authority Designated Officer in Sefton is Tracey Holyhead who can be contacted on 0151 934 3783)

In the event of an allegation that meets the criteria above, the head teacher (or chair of Trustees where the head teacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the LADO at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the LADO – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the LADO as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the LADO (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the LADO, police and/or children’s social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the LADO. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the LADO what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the LADO to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and

consider what other support is appropriate. Staff can seek advice and support from their professional association and also Tom Dolly - the School Staff Well-being Lead.

- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency (TRA) formerly (NCTL) for their consideration. Misconduct of other staff will be dealt with under disciplinary procedures.

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

Additional considerations for supply staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as supply staff provided by an agency, we will take the actions below in addition to our standard procedures.

We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer (LADO) to determine a suitable outcome.

The Governing Board will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while the school carries out the investigation.

We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the local authority designated officer as required.

We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations strategy/ management meeting or by liaising directly with the agency where necessary).

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days

- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

Specific actions

Action following a criminal investigation or prosecution.

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

Conclusion of a case where the allegation is substantiated:

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

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the LADO whether to refer the matter to the NCTL to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

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

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

Unsubstantiated or malicious allegations

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

Confidentiality

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

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

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

Record-keeping

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

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved

- Notes of any action taken, and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual. We will retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

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

References

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

Learning lessons

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

This will include consideration of (as applicable):

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

24. WHISTLEBLOWING

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult, this is particularly important where the welfare of children may be at risk.

Adults working in the school may be the first to recognise that something is wrong but may not feel able to express their concerns out of a feeling that this would be disloyal to colleagues or for fear of harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Staff must remember that it is often the most vulnerable child who is targeted. These children need adults they can trust to safeguard their welfare.

Reasons for whistleblowing:

- Everyone has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

What stops people from whistleblowing?

- Fear of starting a chain of events which spirals out of control
- Disrupting the work or project
- Fear of getting it wrong

- Fear of repercussions or damaging careers
- Fear of not being believed

How to raise a concern:

- Voice concerns, suspicions or uneasiness as soon as possible The earlier a concern is expressed the easier and sooner action can be taken
- Try to pinpoint exactly what practice is causing concern and why
- Approach the Designated Safeguarding Lead, David Cregeen
- If the concern is related to the Head teacher, the Chair of Trustees should be contacted or, if it is felt that the issue needs to be reported to someone outside the school, contact Sefton MASH
- Staff should ensure they get a satisfactory response - don't let matters rest If a staff member feels their genuine concerns are not being addressed, the issue should be referred to Sefton MASH
- Ideally, concerns should be put in writing, outlining the background and history, giving names, dates and places wherever possible

A member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern

What happens next?

- The individual reporting the concerns will be given information on the nature and progress of any enquiries
- The employer has a responsibility to protect individual members of staff from harassment or victimisation
- No action will be taken against an individual if the concern proves to be unfounded and was raised in good faith
- Malicious allegations may be considered as a disciplinary offence

Self-reporting:

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Further advice and support:

It is recognised that whistleblowing can be difficult and stressful. Advice and support is available from senior managers, HR provider and/or your professional or trade union. The school has Whistleblowing procedures, a copy of which can be found on the Safeguarding area of the School's VLE and on the Safeguarding Notice Board in Anne's Room in the Staff Room.

25. USEFUL CONTACTS:

NAME	TELEPHONE NUMBER
Multi-Agency Safeguarding Hub (MASH)	0151 934 4013/ 4481
Early Help Gateway	0151 934 4037
Out of Hours Service	0151 934 3555
PREVENT (Single point of contact) Tanya Wilcock	0151 934 3370

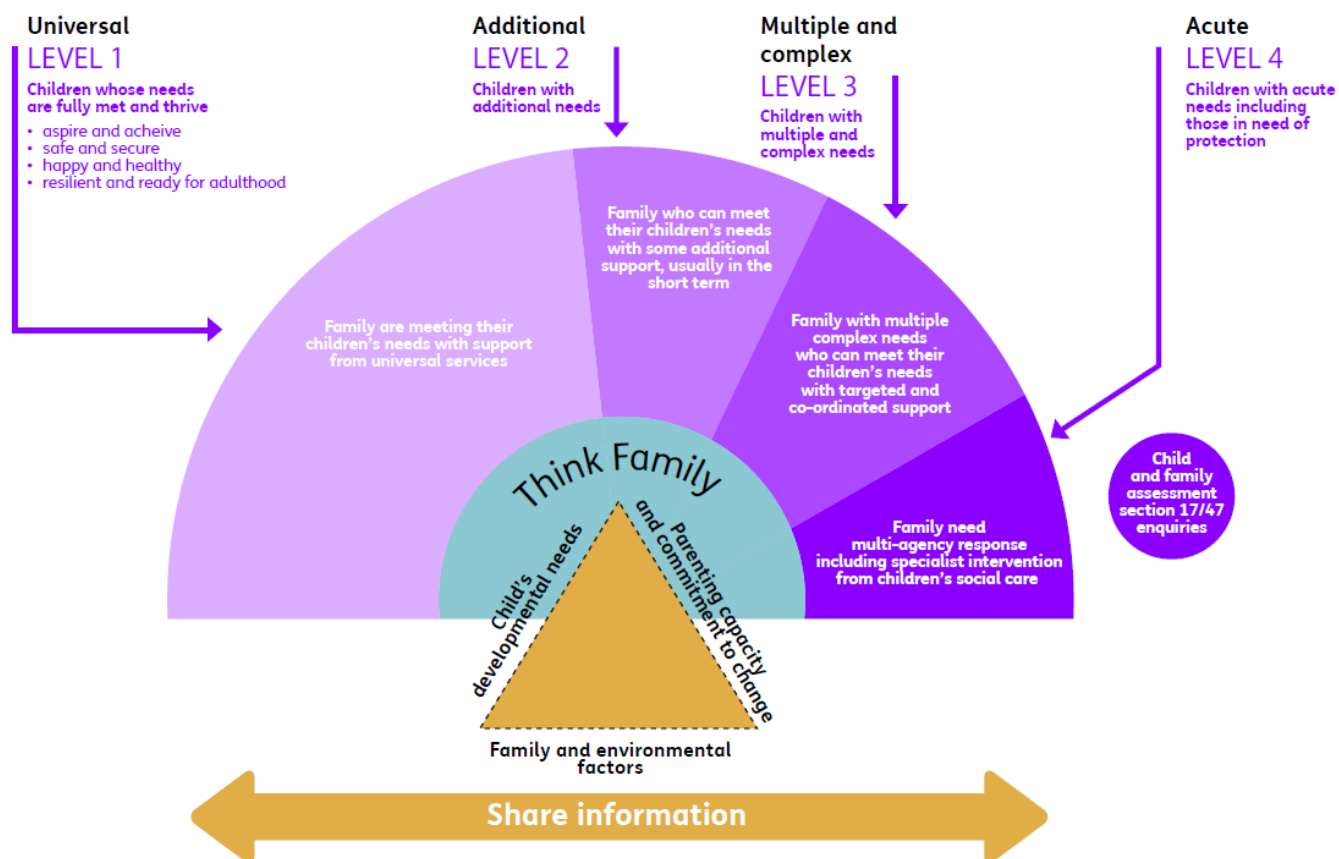
Claire Wright – Dovetail Channel Coordinator --	07394559107
Merseyside Police	101/emergency 999
Local Authority Designated Officer Tracey Holyhead	0151 934 3783
Education Safeguarding Tracy Mckeating	0151 934 3359
Children Missing Education Co-ordinator Carole Blundell	0151 934 3181
CAMHS (single point of access)	0151 282 4527
Bully Busters	0800 169 6928
Sefton Women & Children's Aid (SWACA)	0151 922 8606
Independent domestic abuse advisors (IDVA)	0151 934 5142
VENUS	0151 474 4744
CATCH 22 CSE/CCE	0151 934 2535
Rape & Sexual Abuse Centre [RASA] Sefton	0151 558 1801
Parenting 2000	01704 380047/0151 932 1163
Housing Options	0151 934 3541
We Are With You formerly Addaction	0707983430995
LSCB Business Manager Deb Hughes	0151 934 4706
LSCB Administrator Donna Atkinson	0151 934 4706

Contacts for children who go to school in Sefton but live in neighbouring local authorities

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

Appendix 1

Levels of Need – Level Descriptors



(REMEMBER: Levels of Need descriptors are to be used as a guidance only)

Where need is identified an appropriate response must be taken As every child and family is unique descriptors of need provided are not prescriptive or exhaustive All needs must be considered on a case by case basis and decisions should be made using professional judgement

Level 1 – Children whose needs are fully met and thrive: Needs met through universal services

Voice of the Child; “Mum knows where to get help if she needs it and so I stay safe and warm in her womb”

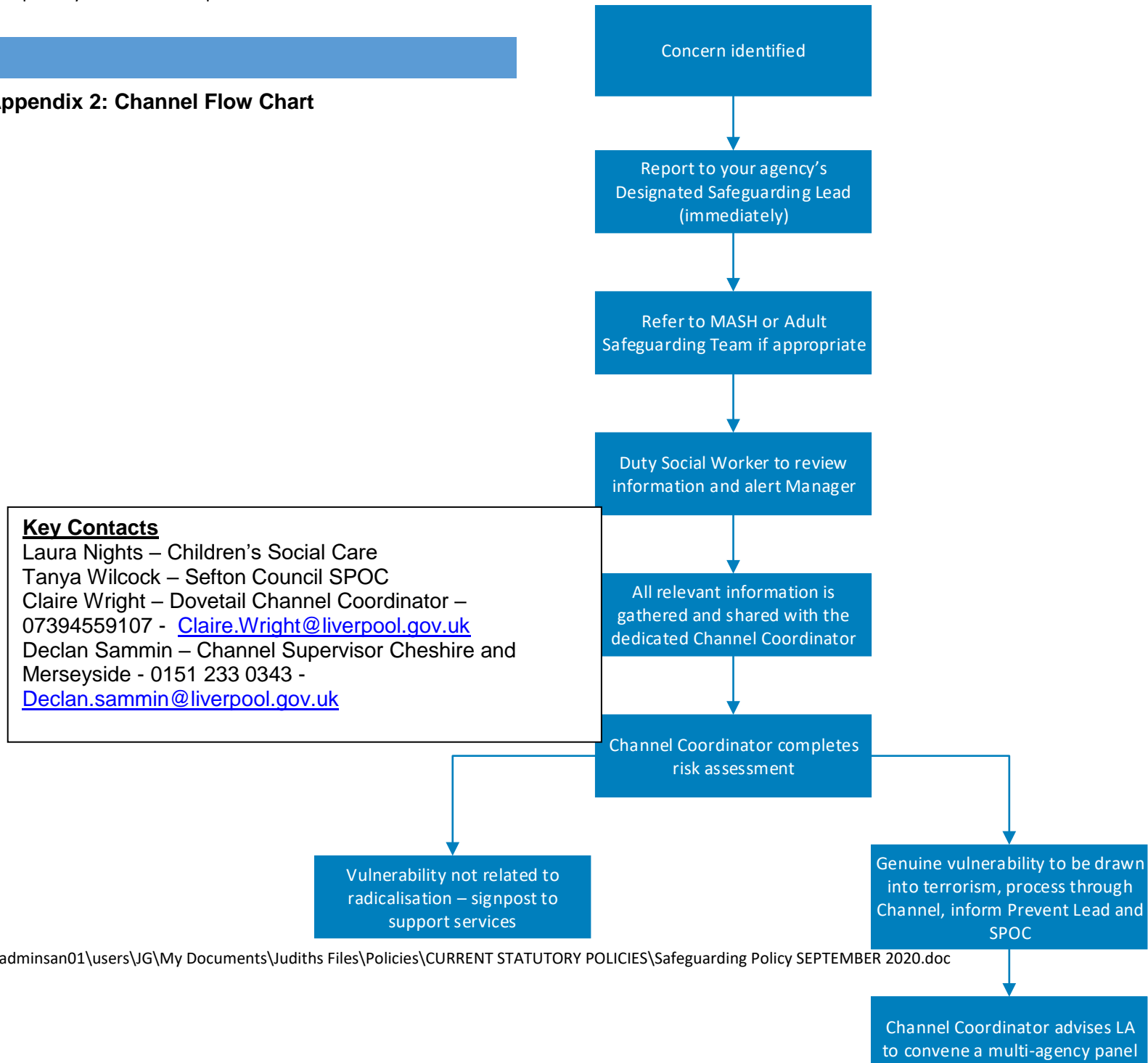
Level 2 – Children with additional needs: Consider Early Help Assessment Voice of the Child: “Most of the time I feel happy but sometimes my family need help from other people to keep me safe”

Level 3 – Children with multiple and complex needs: Initiate Early Help Assessment Voice of the Child: “I’m struggling I need help with many things I need more help than my family can provide”

Level 4 – Children with acute needs includes those in need of protection - Social worker led specialist intervention required Voice of the Child: “I am frightened when I go home, but if I don’t go back something will happen to mum or my brother Someone make it stop”

Where a professional is unsure of the most appropriate response to identified needs, discussion with a manager, or a designated safeguarding lead, for support must take place to ensure and oversee that appropriate actions are taken

Appendix 2: Channel Flow Chart



Appendix 3: Safer recruitment/Safer practice

Regulated activity means a person who will be:

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

Range High School's priority is to keep children safe and deter unsuitable people who pose a safeguarding risk having access to the school.

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

At our school when we appoint new staff, we undertake a number of measures that include:

- Verify their identity
 - Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
 - Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
 - Verify their mental and physical fitness to carry out their work responsibilities
 - Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
 - Verify their professional qualifications, as appropriate
 - Ensure they are not subject to a prohibition order if they are employed to be a teacher
 - Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
-
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

Existing staff

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

Refer to DBS

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

- We believe the individual has engaged in [relevant conduct](#); or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or

- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff that Range High School employ

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

Contractors who are on site at the school

Our school will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- We will obtain the DBS check for self-employed contractors.
- We will not keep copies of such checks for longer than 6 months.
- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

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

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

Trustees

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

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

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

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

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

- Other checks deemed necessary if they have lived or worked outside the UK

Staff working in alternative provision settings

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

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

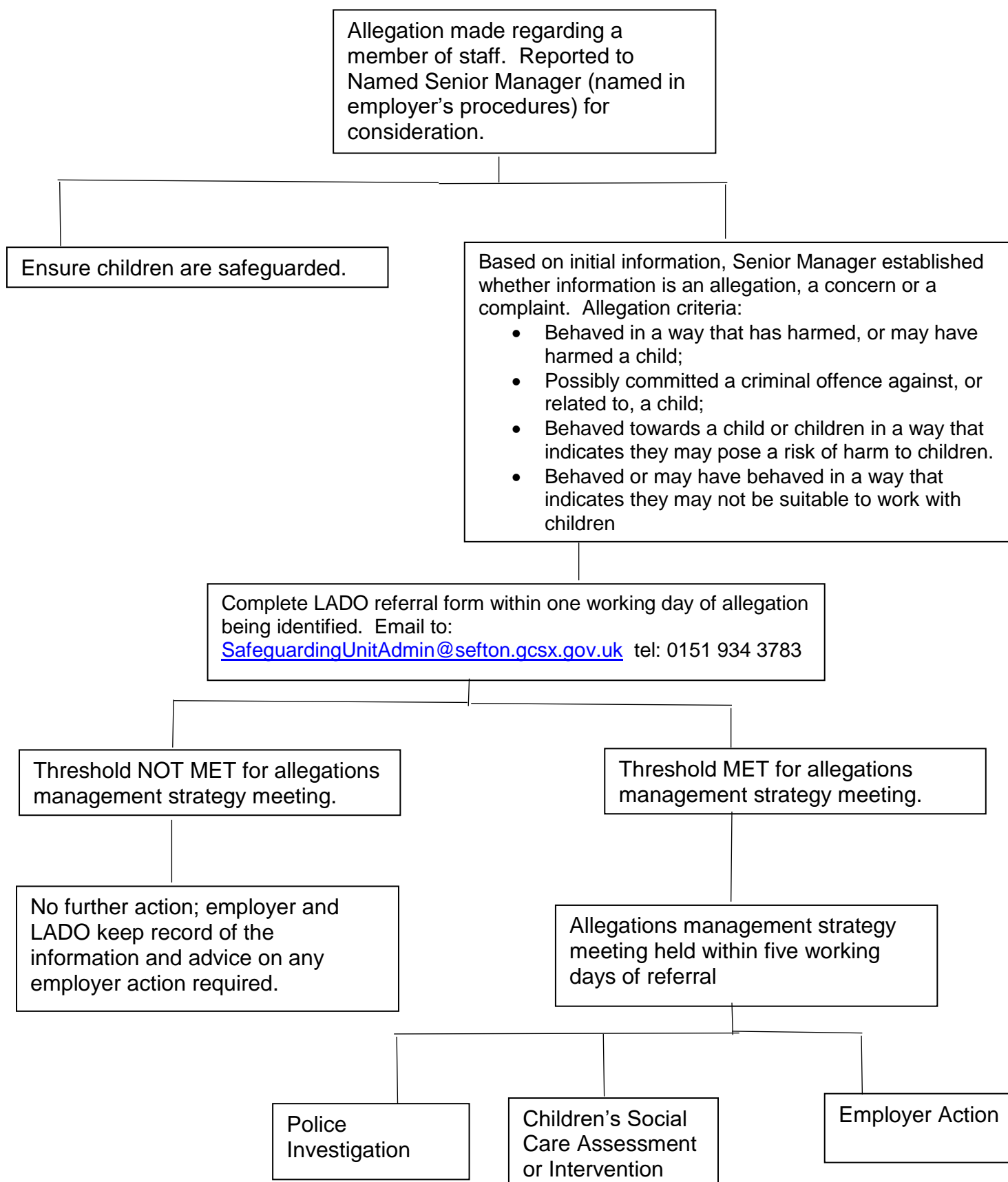
We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Pupils staying with host families

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

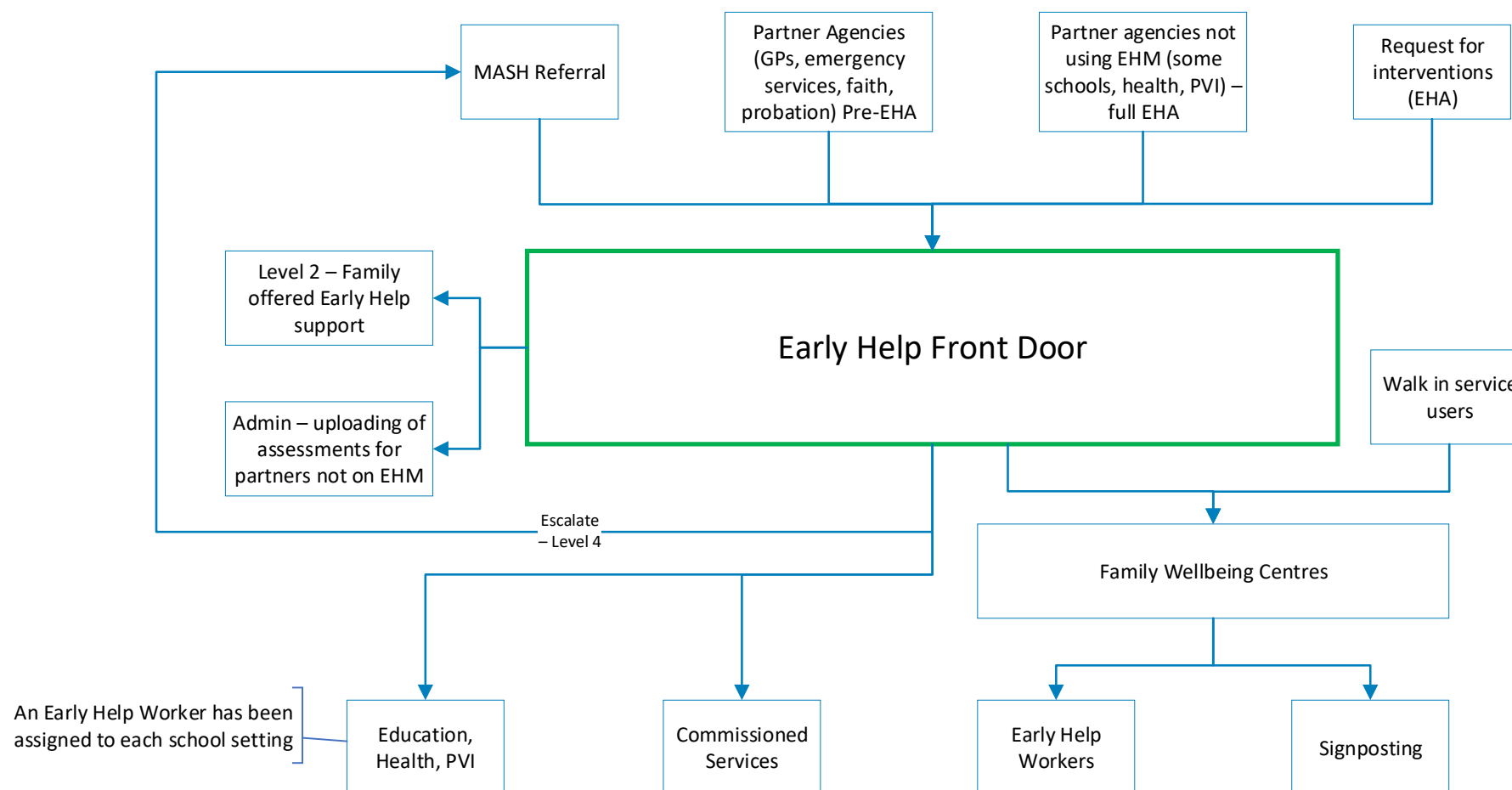
Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Appendix 4: Flowchart for Managing Allegations Information for All Staff



Appendix 5: Early Help Basic Flowchart (If you require any information about Early Help please contact your nearest Family Well-being Centre)

Early Help Front Door - Pathway



Appendix 6: Social Care Flow Chart

Name of School Child Protection/ Safeguarding Flow Chart 'What to do if you are worried a child is being abused, at risk of harm or neglect'

Member of staff, volunteer has concerns about a child's welfare

- Be alert to signs of abuse and question unusual behaviour.

Where a child or young person discloses abuse or neglect

- Listen to what they say, keep calm, reassure they are right to tell, and you will take action to help keep them safe. **DO NOT DELAY take any immediate necessary action to protect the child.**
- Inform them you need to share the information and what you are going to do next
- Do not promise confidentiality, you will need to share/ report the information onwards.
- Do not question further or inform the alleged abuser.

Discuss concerns with the Snr Designated/ Named Safeguarding Lead

- The Safeguarding Lead will consider further actions including consultation with Children's Social Care/ MASH (if a new concern).
- Concerns and discussion, decisions and reasons for decision should be recorded in writing and a 'confidential concerns' or 'child protection' file should be opened, stored in line with the school child protection policy.

Still have concerns? Refer to MASH (Multi-Agency Safeguarding Hub) Social Care

Have child/ families' personal details to hand and be clear about concern/ allegations.

Safeguarding concern Resolved /no longer held

Support has been agreed, record decision, any follow up actions.

Children's Social Care
During Office Hour, Monday to Friday
Multi Agency Safeguarding Hub (MASH) Tel: Advice 0151 934 4013/4481 Complete on line form
If the child is at immediate risk
TEL: 999/101 and ask for assistance
Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Sefton Local safeguarding Children Board procedures

Out of hours Emergency Duty Team
5.30pm – 9am
Mon to Thurs
Friday 4pm through to Monday 9am
Tel 0151 934 3555

Unmet needs identified
Decide what actions are needed to support the child.

Consult with child young person, family and relevant agencies: Consider Early Help Assessment

Contacts: For any allegations/concerns regarding an adult who works with (in either paid/ voluntarily) employment with children contact the LA Designated Officer (LADO)
Tracey Holyhead [Tel:- 0151 934 3783](tel:01519343783)

Tracy McKeating – LA Safeguarding Children in Education Tel:- 07837863075

This flow chart is intended as a brief guide. Please refer to our Child Protection Policy

Appendix 7: Body Map Guidance for Schools

Medical assistance should be sought where appropriate

Body Maps should be used to document and illustrate visible signs of harm and physical injuries

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment

***At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance Any concerns should be reported and recorded without delay to the appropriate safeguarding services, eg MASH or the child's social worker if already an open case to Children's social care**

When you notice an injury to a child, try to record the following information in respect of each mark identified eg red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, eg upper outer arm/left cheek
- Size of injury - in appropriate centimetres or inches
- Approximate shape of injury, eg round/square or straight line
- Colour of injury - if more than one colour, say so
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record Add any further comments as required

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's child protection file

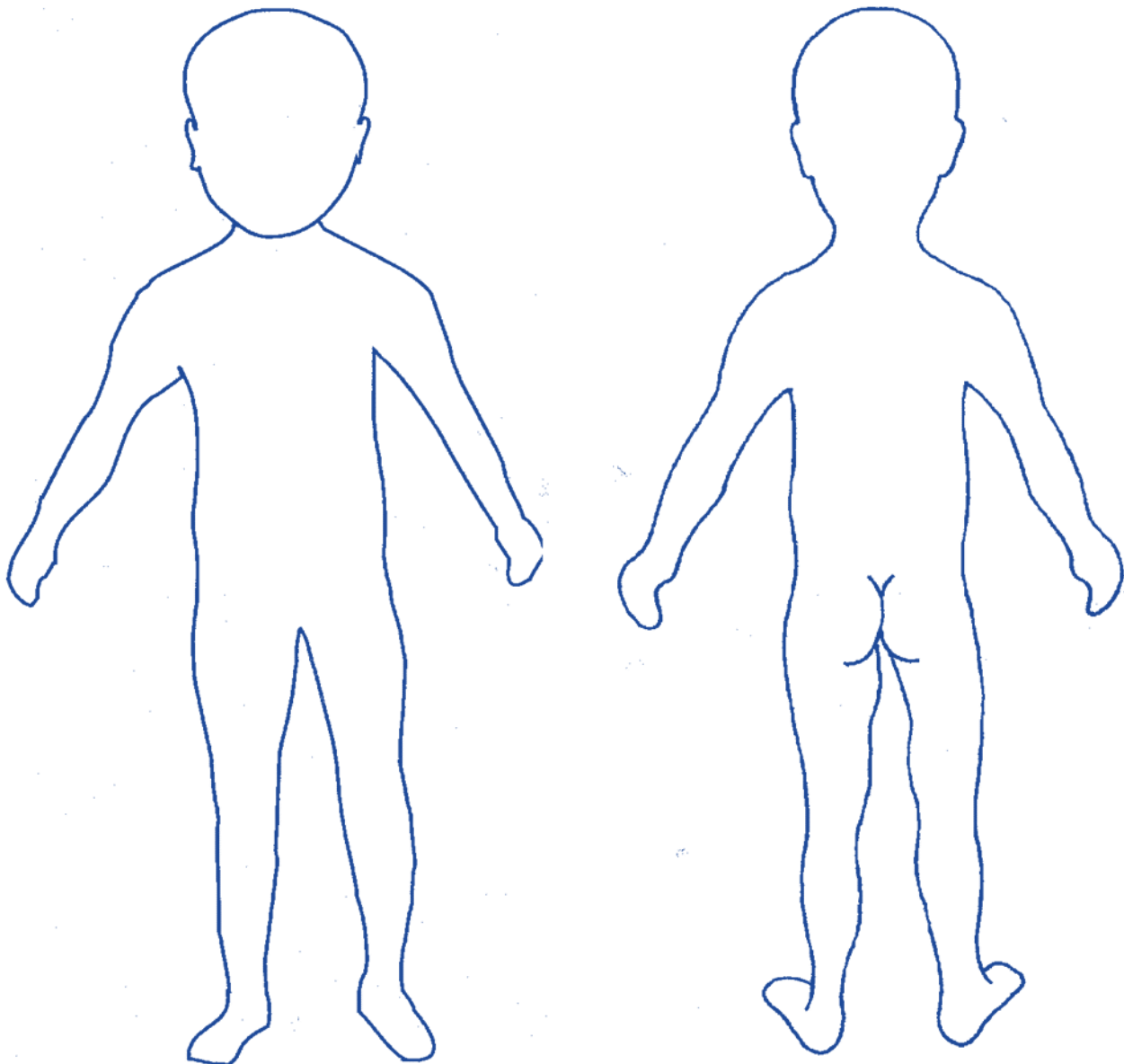
Appendix 8: Body Map

This must be completed at time of observation

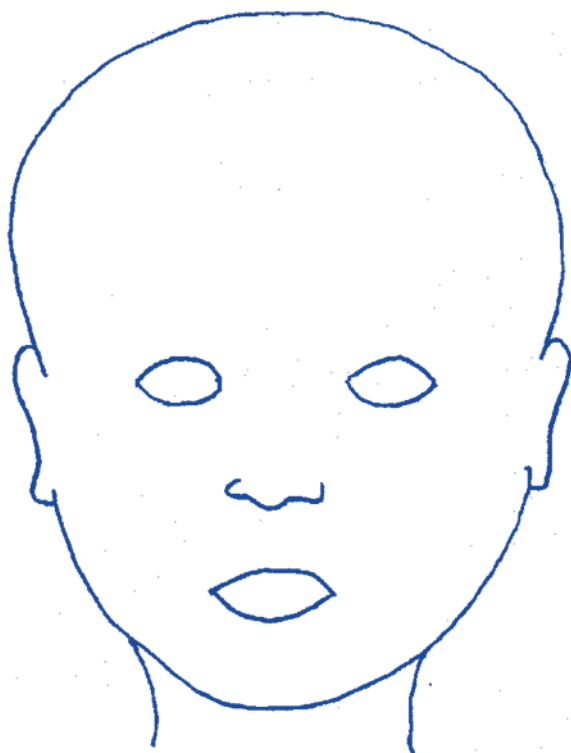
Name of Pupil: _____ Date of Birth: _____

Name of Staff: _____ Job title: _____

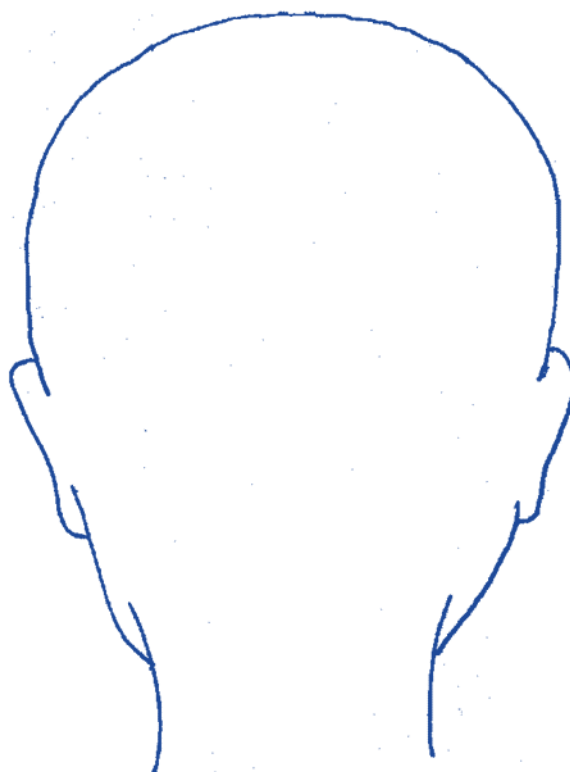
Date and time of observation: _____



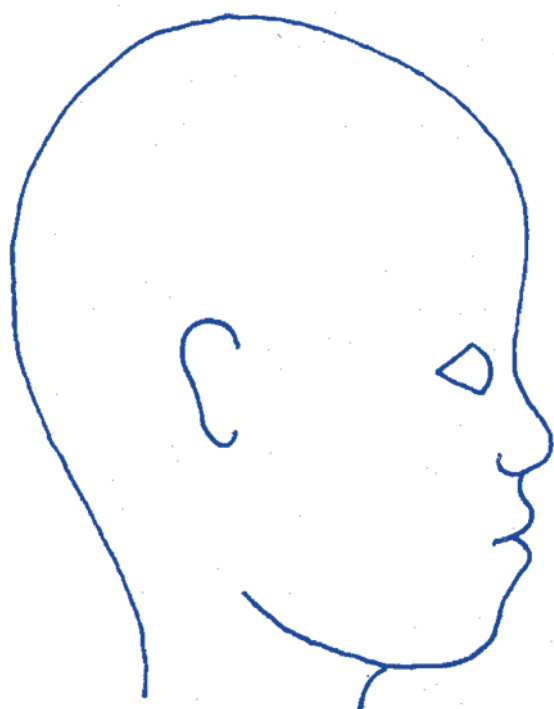
Name of pupil: _____ Date and time of observation: _____



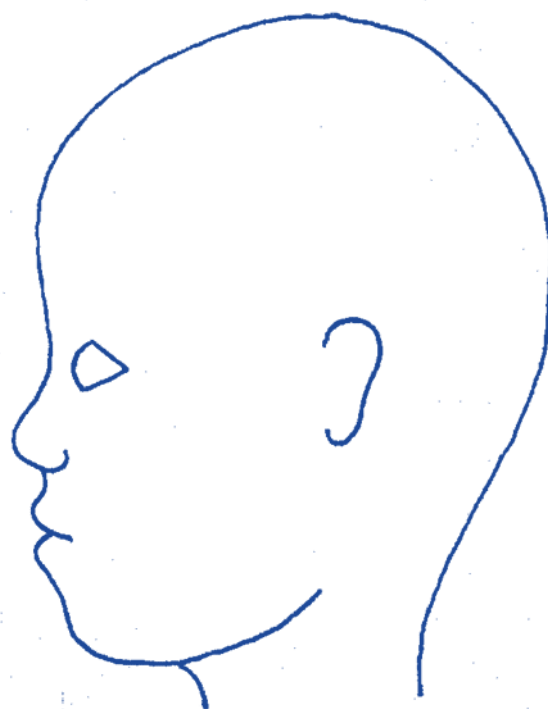
FRONT



BACK



RIGHT



LEFT

Name of pupil:

.....

Date and time of
observation:

.....



R



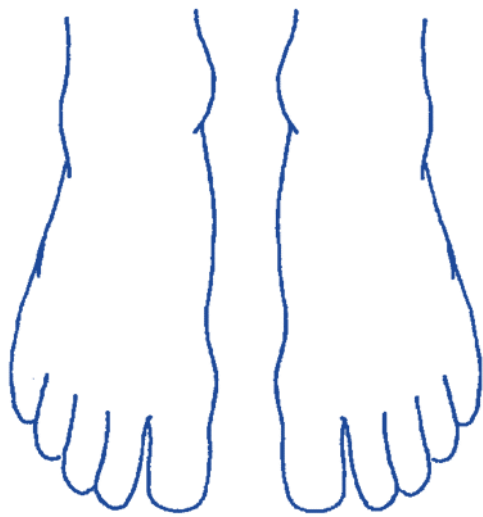
L

BACK



Name of Pupil:

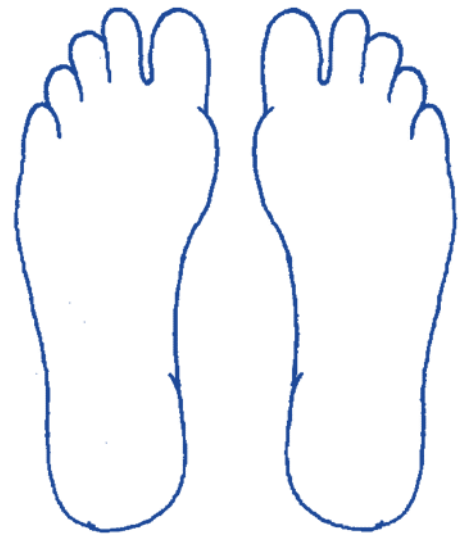
Date and time of observation:



R

TOP

L



R

BOTTOM

L



R



L

INNER



R



L

OUTER

Printed Name, Signature
and Job title of staff:

Appendix 9: Record of concern about a child/young person's safety and welfare**Part 1** (for use by any staff – must be handwritten and legible)

Pupil's name:	Date of birth:	Class/Form:
Date & time of incident:	Date & time (of writing):	
Name (print): Job title: Signature:		
Record the following factually: Nature of concern, eg disclosure, change in behaviour, demeanour, appearance, injury, witnesses etc <i>(please include as much detail in this section as possible Remember – the quality of your information will inform the level of intervention initiated Attach additional sheets if necessary)</i>		
What is the pupil's perspective?		
Professional opinion, where relevant <i>(how and why might this have happened?)</i>		
Any other relevant information Previous concerns etc <i>(distinguish between fact and opinion)</i>		
Note actions, including names of anyone to whom your information was passed and when		

Check to make sure your report is clear to someone else reading it

Please pass this form to your DSL without delay

Part 2 (for use by DSL)

Information received by DSL:	Date:	Time completed:	From whom:		
Any advice sought , if applicable	Date:	Time completed:	From: name/organisation:		
	Advice received:				
Action taken with reasons recorded <i>(eg MARF completed, monitoring advice given to appropriate staff,</i>	Date:	Time completed:	By whom:		
Outcome	Date:	Time completed:	By whom:		
Parent/carer informed?	Y	Who spoken to:	Date:	Time:	By whom:
	N	Detail reason:			
Is any additional detail held, if so where?					

Prior safeguarding history	No of previous records of concern:		
	Has the child been subject of Early Help assessment?		
	Currently on CP Plan (CPP) / Child in Need Plan (CiN)		
	Previously on CP Plan (CPP) / Child in Need Plan (CiN)		
	Is child known to other agencies?	Y / N	
Name of DSL:		Signature:	

APPENDIX 10 – CE CHECKLIST

Signs of Child Exploitation Guidance Checklist

- This guidance checklist can be used by all professionals working with children aged 10+
- This guidance checklist can help you focus on the specific indicators of child exploitation and determine whether further advice and/or support is needed The checklist could be used in supervision, in discussions with parents and carers, with other professionals and with the child
- Professionals need to exercise their own judgement when completing the checklist This includes capturing concerns about which they have some evidence **AND** concerns based on their “gut feelings” Staff should differentiate between the two and explain this in the notes section
- Where child exploitation is suspected the worker should discuss their concerns with their manager and should also inform their agency’s lead professional who will be monitoring the bigger picture for any emerging patterns
- Professionals should feel free to use the checklist creatively, including as part of awareness raising work with children or in engaging parents and carers in understanding the issues
- Once completed if it confirms concerns and/ or identifies risk of significant harm, you **MUST** make a referral to the local Multi Agency Safeguarding Hub
- Please add any intelligence you may have on to Tell Us <https://www.merseysidepolice.uk/tua/tell-us-about/soh/something-youve-seen-or-heard/>

Child's Details

Child's Name:		DoB:	
Address:		Home Phone:	
GP Surgery:		School/College:	

Person completing this tool

Name and job title of person completing:		Date completed:	
Organisation:		Contact e-mail: Telephone:	

Lead Agency Involvement

No Lead Agency	Early Help	Child in Need	Child Protection	Looked After

Which of the following are applicable to this young person?

	Please provide any information you have in relation to any of these indicators
Has the young person gone missing regularly? This could be only a few hours or for longer periods Is there any pattern to these missing episodes?	
Are there any concerns that Parents / Carers are not reporting a young person missing?	
Is there any concerns about drug or alcohol misuse?	
Has extra money/new items/'gifts' that cannot legitimately be accounted for/received from unknown sources	

Has there been any changes in the young person's physical appearance or behaviour?	
Has the young person been pregnant, had a termination or repeat testing for sexually transmitted infections?	
Has the young person been coerced to take/share indecent images?	
Has the young person been arrested/Involved in criminality?	
Has the young person been found / travelling out of Borough?	
Has the young person have multiple mobile phones?	
Does the young person feel indebted to an individual or group?	
Family or young person having to move or leave their home	
Are there items missing from the home?	

Young person carrying / concealing weapons	
Associates known to be involved in criminality or Organised Crime Groups (OCG's)	
Absent from school / Non-school attendance	
Services have not been able to engage with child	
Living in a chaotic / dysfunctional household	
Low self-esteem / self confidence	
Association with others who have been exploited	
Self-harm indicators and/or mental health concerns and/or suicidal thoughts/attempts	
Injuries – evidence of physical or sexual assault	

Has there been a recent relationship breakdown with family and or peers?	
Is the young person homeless?	
Association with older and/or risky peers – who are they?	
Is the young person a Young Carer?	
Change in education attendance/Change in education provider/Missing from education/Non-attendance in education	
Young person's sexuality increases their vulnerability as they feel unaccepted due to sexual orientation	
Is there any information about risky adults in the young person's life? If so, who are they? Nicknames? DOB? Car registrations or phone numbers? Please also submit this information to the police 'Tell Us Website'	
Any other information that professionals, family or young person feel is relevant? Any locations that are of concern? Addresses being attended by young people? Any parks, shops or other public spaces raised as a concern?	
Does the child have a trusted relationship with a safe adult? If so who is it? It could be a professional, relative or family friend	

Are Parents / Carers aware of these concerns? What are their views?	
Does the young person have awareness of these concerns? What is their view?	

Appendix 11: Learning from Serious Case Review in Sefton

Key Findings

- Limited evidence of professional curiosity
- Failure to recognise the impact on the children of the hostility and aggression displayed within the family
- Shortcomings in single and multi-agency practice, with a tendency to focus on what was observable, rather than taking a more analytical approach
- The lived experience of the children was not understood
- Early recognition and identification of the signs of neglect was lacking
- Little exploration of the link between the individual and joint histories of the adults involved in the children's lives
- Communication between different professionals, agencies and organisations was variable
- The risk of harm to the children was not effectively assessed
- The impact of the family and children's social isolation was not recognised
- Insufficient information was not gathered about important aspects of the family's living arrangements and daily life experiences
- Relationships between family members was not understood
- Professionals did not consider an array of missed health appointments as an indicator of neglect
- No evidence of formal professional challenge when decisions reached were not collectively agreed within the Child Protection process
- Differing expectations between professionals of what information can be shared between agencies

Lessons

- Actions agreed at strategy meetings should be understood in relation to Child Protection enquiries
- Using the Graded Care Profile (GCP) assessment tool will support the early recognition and identification of signs of neglect
- Partner agencies must contribute to the decision-making process before the Children in Need (CIN) plan is ended
- Professionals should follow the LSCB Escalation Procedure for formal challenge
- Information sharing between agencies should be shared willingly and legally
- The impact of drug misuse is a significant aspect of assessment of need and risk of abuse or neglect
- Professionals must consider the link between children's tooth decay and/or missed medical appointments as an alert for neglect
- Professionals must follow their duties and responsibilities in responding specifically to the needs of an individual, where (learning) disability is known
- Professionals must take time and be given the opportunity, to reflect on their practice through professional supervision

Report on Sefton LSCB website