



Safeguarding Handbook

Reviewed 7th July 2019 by board of trustees and manager.

SchoolImprovement
Liverpool

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Liverpool Schools' Safeguarding Charter

All settings providing education to Liverpool children should:

- Initiate and provide early help assessments in keeping with the statutory guidance to schools, Keeping Children Safe in Education. Schools are well placed to promote early help and the Early Help Assessment (EHAT) process for children and families before their needs escalate to a point where intervention would be needed via a statutory assessment.
- Work in partnership with other agencies to safeguard and promote the welfare of all children in keeping with the LSCB's 'Responding to needs framework' to secure improved outcomes for young people. All verbal referrals to children's services must be followed up with a written referral requesting a statutory assessment via the M.A.R.F. (multi agency referral form)
- Ensure that safer recruitment practices and safeguarding policies and procedures set out a culture of vigilance and challenge
- Provide induction and regular training that enable all adults to recognise signs of abuse and neglect; act in the interests of the child and maintain an attitude 'it could happen here'.
- Challenge ourselves and our multi-agency partners to ensure actions are completed in a timely way and press for reconsideration if the situation does not improve and escalate when required.
- Governors and school leaders should quality assure all safeguarding practices including maintaining support and oversight of the Designated Safeguarding Lead and Safeguarding Team, their actions and decisions and record keeping.
- Ensure all adults working with young people follow an agreed code of conduct that promotes safe working practices and makes responsibilities and expectations clear, including the understanding that anyone, in specific circumstances, can make a referral.
- Complete any actions arising from the Local Authority's 175 Safeguarding Audit in order to ensure policies and procedures follow LSCB, Local Authority and statutory guidance.
- Implement any learning arising from serious case reviews and other reviews, for example the need to listen and respond to the views of children, especially when assessing their needs.
- Provide children with a curriculum which promotes their safeguarding and enables them to maintain healthy relationships.

Section 1: Guidance for staff and volunteers

1.1 Definitions of abuse and neglect as defined by the DfE:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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 cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

1.2 Groups of children who are vulnerable to abuse and neglect

It is important to recognise that some children may be more vulnerable to abuse including:

- children with special educational needs
- children with disabilities
- children in care (looked after children)
- children living in chaotic homes including where there is domestic violence, substance misuse or mental health concerns
- young carers
- asylum seekers
- those vulnerable to prejudice and discrimination, isolation, social exclusion
- those at risk of female genital mutilation (FGM), forced marriage and other forms of honour based violence
- children living away from home or moving home frequently
- children vulnerable to being bullied or to bullying others

1.3 Indicators of abuse and neglect

The following are possible signs of abuse or neglect and should be reported to the Designated Safeguarding Lead. It is important to consider all physical and behavioural changes in children. A child may:

- ask you if you will keep a secret before offering to tell you something
- talk about a friend who has a problem
- have unexplained or untreated injuries
- be severely bruised or injured
- talk of being in pain or discomfort
- be unwilling to change in front of other children for P.E.
- be unwilling to discuss injuries, marks or bruises
- always covering arms and legs even in hot weather
- be fearful of medical help or parents being contacted
- be left in unsafe situations or be involved in risk taking behaviour
- be afraid of parents or carers and unwilling to go home
- be fearful of particular adults
- flinch when approached
- continually run away
- have sudden behavioural changes including becoming aggressive, irritable, lethargic or withdrawn
- have low self esteem, self-harm or feel suicidal
- display extreme anger or sadness or depression, display aggression or attention seeking behaviour
- have sudden changes in weight (loss or gain) or eating disorders
- scavenge or scrounge food
- be constantly hungry or tired
- have poor social relationships or be socially isolated
- display sudden speech disorders
- have punctuality or attendance issues including unexplained attendances
- be frequently unclean, inappropriately or inadequately dressed
- experience being constantly 'put down', insulted, sworn at or humiliated
- display sexualised behaviour seemingly inappropriate for their age including sexualised behaviour towards others
- present artwork, play or write displaying sexual themes
- take on a parental role within the home
- have unexplained amounts of money
- take about terrifying dreams
- soil or wet themselves or regress to other childhood behaviours including thumb sucking
- begin or revisit rocking behaviour
- have urinary infections
- have soreness or bleeding in genital or anal areas or in the throat
- misuse drugs or alcohol

1.4 What to do during a disclosure

During a disclosure:

- Stay calm, providing a safe place for the child to disclose
- Listen to the child without interrupting them
- Avoid becoming upset
- Give the child adequate physical space

Things to say to a child during a disclosure:

- “What’s happened is not your fault”
- “I’m glad you told me”
- “I am sorry this happened to you”
- “I will support you”

Never:

- promise to keep a secret
- express shock or embarrassment
- question the truth of what is being said
- ask leading or probing questions
- take photographs of a mark or injury
- ask the child to write a statement (however the child may ask to write something down if they are embarrassed)
- ask a child to sign a statement you have written
- express anger towards abuser

Following the Disclosure

- Leave the child with another adult whilst you report your concerns immediately to the Designated Safeguarding Lead
- Record your concerns on the school’s child protection/safeguarding concern form
- Use the child’s own language and exact words and write down what the child tells you e.g. ‘The child told me...’
- Differentiate between fact, opinion, interpretation, observation and allegation.
- Be accurate e.g. ‘She showed me a burn mark on her right forearm. She told me her mother did this with a cigarette’
- Opinions should be clearly stated e.g. ‘I thought this might be because...In my opinion...’
- Note down any witnesses or anyone who might corroborate your record
- Record the date and time of the incident and add your signature to the record.
- Place the child protection/child welfare form in the hand of the Designated Safeguarding Lead, Head Teacher or other senior member of staff
- Consider how best to manage your own feelings
- Following reporting your concerns remember that the disclosure not be discussed with other staff without the agreement of the Designated Safeguarding Lead
- Follow the DFE guidance in part 1 of Keeping Children Safe in Education and your school’s child protection procedures.

1.5 Child Protection and Child Welfare Flowchart

If a member of staff or volunteer has concerns about a young person's welfare because the child has disclosed abuse towards them, or the member of staff is concerned by physical or behavioural changes in the child which may indicate abuse or neglect, they must report their concerns (without investigating the matter) **immediately to the Designated Safeguarding Lead or a senior member of staff. Consideration should be given for the need to immediately protect the child by contacting the police and children's services or to ensuring emergency medical treatment.** The member of staff or volunteer should record their concerns in writing, describing exactly what the child has said and/or what they have observed. *(All adults within the school must follow the School's Code of Conduct and attend regular safeguarding training. All adults must read and understand Part 1 of the DfE guidance Keeping Children Safe in Education 2016 which provides further key guidance and a more detailed referral flowchart on page 10).* Allegations or concerns about an adult working within the school should be shared with the headteacher or Designated Safeguarding Lead. Concerns about the headteacher should be reported to the Chair of Governors or Local Authority Designated Officer. (via tel 0151 233 3700).



The Designated Safeguarding Lead will draw upon Liverpool Safeguarding Children's Board: 'Responding to Need Guidance and Levels of Need Framework' (www.liverpoolscb.org/) and consider whether to begin an early help assessment or discuss their concerns with Careline (tel 0151 233 3700). This may lead the school to make a written referral to Children's Services on the multi-agency referral form (M.A.R.F). The Designated Safeguarding Lead will agree with Careline how the parent/carers will be informed, if that is appropriate. **However anybody can make a referral if required (e.g. an emergency or there is a genuine concern that appropriate action has not been taken.)** If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Given that 'concerns should always lead to help for the child at some point' the school should undertake, with other agencies, an Early Help Assessment when the child's level of need has not met the threshold for statutory assessment.

1.6 Child protection / child welfare concern form

Available on www.schoolpod.co.uk

Concerns should be reported **immediately** to the Designated Safeguarding Lead. Following verbally reporting your concerns complete this form and hand it to the Designated Safeguarding Lead. The school's child protection procedures should always be followed. It is important not to investigate concerns but for the school to report them to children's services (and when necessary police). Additional guidance can be found in part 1 of Keeping Children Safe in Education (DFE 2016)

Name of Student: _____

Staff Name (printed): _____

Signed: _____

Date: _____ Time: _____

Summary of disclosure or concern:

(Differentiate between facts and opinions, use the child's own words)

Actions taken and recorded by the Designated Safeguarding Lead:

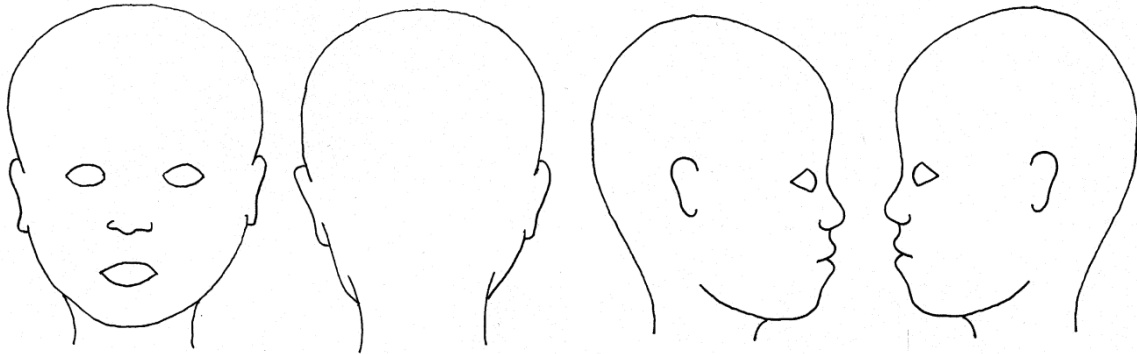
(include any names and contact details of those spoken to, the views of the child)

BODY MAP

Child' Name:

Date and time of recording:

Person completing this body map:

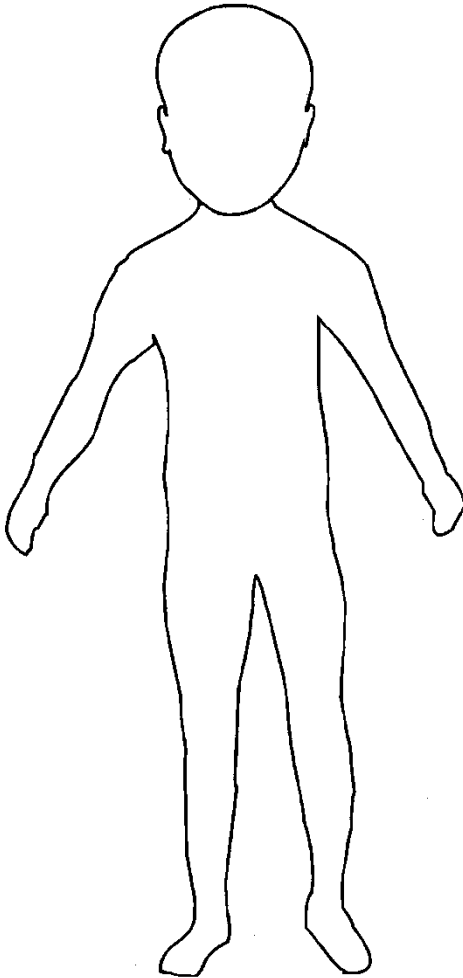


FRONT

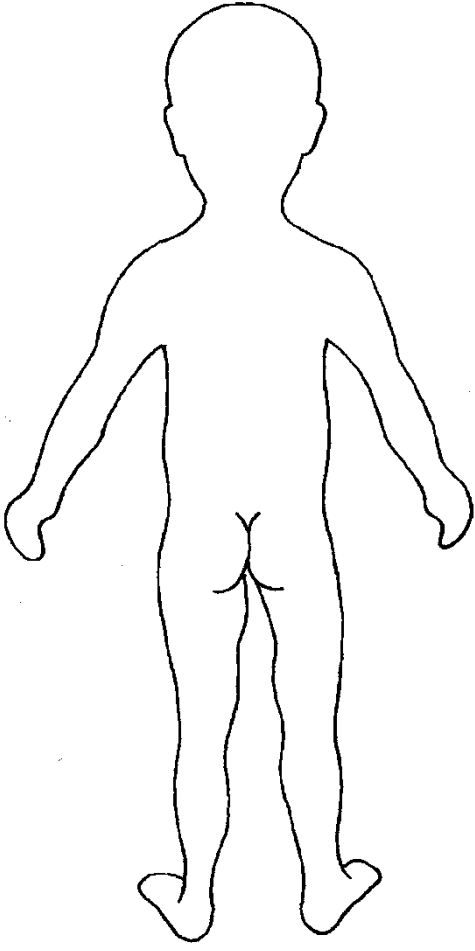
BACK

RIGHT

LEFT



FRONT



BACK

1.7 Specific guidance in relation to forced marriage, female genital mutilation, child sexual exploitation, children with disabilities and neglect

Forced Marriage (FM) and Honour Based Violence (HBV) guidance

Additional multi-agency practice guidance, videos and a children's book can be found here:

<https://www.gov.uk/guidance/forced-marriage>

Cases of forced marriage and honour based violence can involve complex and sensitive issues. It is important to remember the '**Once Chance Rule**' which reminds us to believe them and act immediately to protect them as we may only get one opportunity. Schools will find the following information will support them to understand their responsibilities. Schools should always contact **Careline** if they believe a child is at risk of harm or in significant need. They should contact police to provide immediate protection to the child.

The Law: Forcing someone to marry against their will is now a criminal offence. The maximum penalty for the new offence of forced marriage is seven years imprisonment. Law enforcement agencies will also be able to pursue perpetrators in other countries where a UK national is involved under new powers defined in legislation. The new criminal offences will work alongside existing civil legislation (Forced Marriage Protection Orders - FMPOs) allowing victims to pursue a civil or criminal option.

Definitions:

An Arranged Marriage: Whilst both the spouses' families take a lead role to arrange the marriage the choice to accept the arrangements remains with the individuals themselves.

A Forced Marriage: Duress is often involved to force someone in to marriage against their wishes. This can include someone with learning difficulties who is unable to consent. Duress can include physical, financial, sexual or emotional pressure.

Honour Based Violence: 'Honour' based violence is a crime which is committed to protect or defend the perceived honour of the family and/or community.

Both Forced Marriage and Honour Based Violence is a fundamental abuse of someone's human rights.

What are the justification behind Forced Marriage and so called honour killings/violence?

- As a response to a perceived "dishonour"
- Controlling unwanted behaviour and sexuality
- Preventing unsuitable relationship outside, for example ethnic, culture, religious or caste group
- Strengthen family links
- Ensuring land, property and wealth remain within the family
- Cultural/religious belief
- Issues related to immigration
- Peer and family pressure

Communities: Anyone can be at risk of forced marriage and honour based violence, but some communities are more at risk than others including Pakistan, Bangladesh, India, Africa, Turkey, Afghanistan, Iran and Iraq.

If you become aware of cases of forced marriage and honour based violence consider the following advice. Do the following:

- See them immediately in a secure and private place where the conversation cannot be overheard.
- See them on their own – even if they attend with others
- Consider the need for immediate protection and placement away from family
- **Refer them to Careline (follow the Liverpool forced marriage protocol on www.liverpoolscb.org)**
- Remember if a child is at risk you cannot keep a secret but must refer them to Careline and Police

Never: mediate with the family, fail to report, under estimate the risk, use a family member as an interpreter or send the child way

Useful Contacts:

National Support

- Forced Marriage Unit 0207008 015, fm@fco.gov.uk
- Child Helpline: 0800 1111 www.childline.org.uk
- Karma Nirvana Helpline: 0800 5999 247
- NSPCC: 0800 8800 5000
- Iranian/Kurdish Women's Right Organisation 0207 9206460

Local Contacts:

- Merseyside Forced Marriage & HBV Protocol: www.liverpoolscb.org
- Savera Liverpool (DAS for BAMER Communities): 07716 266 484
- <http://www.saveraliverpool.co.uk/>
- Amadudu (BME Refugee): 0151 734 0083
- South Liverpool DVS; 0151 494 2222
- LDAS 0151 263-7474
- Irish Community Care: 0151 237 3987
- ABC DVP: 0151 482 2484
- WHISC: 0151 707 1826
- Liverpool Domestic Abuse service: 0151 263 7474

Useful Words

You may overhear some of the following words which may raise your concerns. Equally knowledge of these words may build trust with the victim.

Izzat – mainly used in South Asian families meaning Honour

Namus – used very often in Middle Eastern Context – interested as honour as it directly relates to women's virtue and overall sexual integrity

Ird (Bedouin) – code of honour for women, linked to sexual integrity “protected by men” and linked to Sharaf

Sharaf – general honour code which includes responsibility for protecting Ird

Sharam – used mainly in South Asian communities meaning ‘shame’

Diss – used mainly in Western urban context taken from the meaning ‘disrespect’

Female Genital Mutilation:

Guidance provided by Liverpool Safeguarding Board:

The World Health Organisation (WHO) defines ‘Female Genital Mutilation’, also referred to as ‘Female Genital Cutting’ and ‘Female Circumcision’ as: all procedures that involve partial or total removal of the external female genitalia or other injury to the female genital organs for non medical reasons.

According to the WHO, between 100 and 140 million girls and women worldwide have undergone some sort of FGM and each year a further 2 million girls are at risk.

The International Centre for Reproductive Health estimates that in the UK 279,500 women have undergone FGM, and approximately 22,000 girls under the age of 18 are at risk each year.

FGM is practised in more than 28 countries across Africa, Asia and the Middle East Burkina Faso, Djibouti, Egypt, Eritrea, Ethiopia, The Gambia, Guinea, Liberia, Mali, Mauritania, Sierra Leone, Somalia and Sudan. UK communities most at risk include Kenyan, Somali, Sudanese, Sierra Leoni, Egyptian, Nigerian and Eritrean as well as non-African communities including Yemeni, Afghani, Kurdish, Indonesian and Pakistani.

National Legislation

In England, Wales and Northern Ireland all forms of FGM are illegal under the Female Genital Mutilation Act 2003. A person is guilty of an offence if he/she, excises, infibulates or otherwise mutilates the whole or any part of a girl's labia majora, labia minora or clitoris except for operations performed on specific physical and mental health grounds by registered medical or nursing practitioners. It is also an offence to assist a girl to mutilate her own genitalia. FGM is an offence which extends to acts performed outside of the UK and to any person who advises, helps or forces a girl to inflict FGM on herself. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 will be liable to a fine or imprisonment of up to 14 years, or both.

FGM is considered to be a form of child abuse as it is illegal and is performed on a child whom is unable to resist or give informed consent.

'Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18' DFE 2016

At what age is FGM carried out?

The age at which FGM is carried out varies greatly. It can be carried out any time from shortly after birth up to adulthood. Girls between 4 and 14 years of age are most at risk. In adults FGM may be carried out immediately before marriage and immediately after child birth.

FGM is usually carried out by an older woman in a practicing community, for whom it is a way of gaining prestige. It can also be a lucrative source of income.

The procedure is normally carried out by several women unexpectedly approaching a girl and holding her down on the floor. Hazards include lack of medical expertise, lack of anaesthesia and lack of hygiene. Instruments used can include unsterilized household knives, razor blades, broken glass and stones.

Types of FGM

FGM has been classified by the World Health Organisation into 4 types:

Type 1 - (Sonna) Cutting away the clitoral hood, with or without the removal of the clitoris

Type 2 - (Excision) Removal of the clitoris with partial or total removal of the labia minora

Type 3 - (Infibulation) Removal of the clitoris, labia minora and labia majora with stitching of the vaginal opening

Type 4 -Involves tribal cutting or burning of the vaginal orifice or the use of corrosives to narrow the vaginal passage. This may include pricking, piercing, incision and scraping.

Justifications used by those who practice FGM

In reality, there is no social, moral or religious justification for FGM. However, those who support FGM may use the following reasons or 'myths' to try to explain the practice. They may say FGM:

- Is part of being a woman;
- Is a rite of passage;
- Gives a girl social acceptance, especially for marriage;
- Gives the girl and her family a sense of belonging to the community;
- Fulfils a religious requirement mistakenly believed to exist;
- Perpetuates a custom / tradition;

- Helps girls and women to be clean and hygienic;
- Is mistakenly believed to make childbirth safer for the infant.

Signs, symptoms or indicators of a young person at risk of FGM

- The child's mother or relative has undertaken FGM
- Being withdrawn by parents/carers from sex education lessons
- A child talking about a special ceremony
- A family arranging a long holiday abroad
- Knowledge that an older sibling has undergone FGM
- A child belonging to one of the high risk communities listed above
- A young person talking of getting ready for marriage, becoming a woman or being cut
- A young person becoming withdrawn and anxious
- A young person being concerned about a forthcoming holiday or a visit by a relative
- The socio-economic position of the family and the level of integration within UK society can increase risk
- Parents state that they or a relative will take the child out of the country for a prolonged period;
- A child may talk about a long holiday (usually within the school summer holiday) to her country of origin or another country where the practice is prevalent;
- A child may confide to a professional that she is to have a 'special procedure' or to attend a special occasion;
- A professional hears reference to FGM in conversation, for example a child may tell other children about it;

Signs, symptoms or indicators of children who may have been subject to FGM

- Prolonged absence from school
- Changes in behaviour following a holiday e.g. becoming more secretive
- Becoming more withdrawn or subdued or isolating themselves from others
- Looking uncomfortable or finding it difficult to sit still
- Complaining about pain in their groin
- Menstrual problems or bladder/urinary tract infections
- Talking about having to keep a secret
- Avoiding physical activity

Professionals should be aware of the ONE CHANCE RULE whereby a young person may say something that suggests they are at risk.

What schools should do:

- Listen to the child alone
- Contact Careline and the police without delay

Schools should also read in full the revised LSCB FGM multi-agency procedures at <http://www.liverpoolscb.org/>

'If you identify a female under 18 has had FGM you have a duty to report this under the Serious Crime Act (2015) to the police via the non-emergency number 101.

Any information or concern that a child or Adult at risk is at immediate risk of, or has undergone, FGM must result in a safeguarding referral to the Local Authority Social Care following your usual procedure for your local area and the Police. Immediate danger dial 999')

Multi agency guidance can be found here:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

What schools should NEVER do:

- Delay sharing information
- Attempt to mediate with the family or the community
- Inform the parents they have made a referral **without** the consent of police and children's services

Remember: The parents may believe they are doing the right thing by their child and informing them may put the child at risk because they may act to silence her or bring forward their plans to take her abroad or undertake FGM.

We must remember that FGM is gender based violence and not a cultural practice or celebration of a girl's development.

NSPCC FGM Helpline:0800 028 3550 Email: fgmhelp@nspcc.org.uk

The same services listed at the end of the Forced Marriage, can be contacted for support and advice for FGM.

Further guidance:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

On line training can be found here:

<https://www.FGMelearning.co.uk/>

Child Sexual Exploitation

Schools should follow the Pan-Merseyside protocol and pathway available on the LSCB website: <http://www.liverpoolscb.org/>

All referrals to children's services on the M.A.R.F (multi agency referral form) should be accompanied by CSE1 (an assessment and referral tool). The LSCB guidance CSE2 will support the process of completing CSE1.

Guidance provided by Barnardos and Merseyside Safeguarding Boards:

Child Sexual Exploitation is largely a 'hidden problem'. The law defines anyone below the age of 18 as children. Legally a child below the age of 13 is not capable of consenting to sex. Whilst the legal age that someone can consent to sex is 16 years of age, consensual non-exploitative sex between children of similar age below 16 is unlikely to lead to a prosecution. However it is clear children are unable to freely consent to sexual activity when threatened by violence, when there is an imbalance in power or when they are under the influence of alcohol or drugs. Sadly there is evidence that too many professionals and communities describe the victims as making 'life style choices by engaging in risky behaviour' and even 'promiscuous', 'prostituting themselves' or 'liking the glamour'. Here there is a clear failure to acknowledge the initial manipulative grooming process or the threats or actual violence. Unfortunately these children's own challenging behaviours and criminal activities are seen ahead of the underlying causes, even when sexual exploitation is recognised. It is evident that poor assessments do not always lead to sexual exploitation even being identified. In addition, isolation from friends and family and a growing dependence on abusers is a characteristic of child exploitation cases.

A definition of sexual exploitation:

'Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.' National Working Group

Research by Barnardo's (Puppet on a String: The urgent need to cut children free from sexual exploitation, 2011) indicates that there are different forms of sexual exploitation:

- 1. Inappropriate relationships which usually involve an older perpetrator who has power or control over the young person (physical, emotional or financial). The young person may believe they are in a loving relationship or may simply be expected to have sex for food and shelter.*

2. The 'Boyfriend' model is where the perpetrator grooms the young person to believe they are in a relationship before coercing or forcing them to have sex with friends and others. Barnardo's report a rise in this type of peer activity which is sometimes linked to gang activity.

3. Organised/networked sexual exploitation or trafficking. This is undertaken by networks of serious organised criminals who organise sex parties and prostitute young girls and boys. This may involve girls being traded and moved around the country. Young boys and girls will also be forced into recruiting other victims.

Barnardos provides the following key guidance:

Who is most at risk?

Young people who are socially, emotionally and economically vulnerable are at particular risk of sexual exploitation.

The following are typical vulnerabilities in children prior to abuse:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality).
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical and emotional abuse and neglect).
- Recent bereavement or loss.
- Gang association either through relatives, peers or intimate relationships
- Attending school with young people who are sexually exploited.
- Learning disabilities.
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families.
- Friends with young people who are sexually exploited.
- Homeless.
- Lacking friends from the same age group.
- Living in a gang neighbourhood.
- Living in residential care.
- Living in a hostel, bed and breakfast accommodation or a foyer.
- Low self-esteem or self-confidence.
- Young carer.
- Excluded from school

The following signs and behaviour are generally seen in children who are already being sexually exploited:

- Associating with significantly older men
- Getting into cars of an unknown male, including being picked up at school or care home
- Having keys to unknown premises or having hotel keys/key cards
- Unusual association with taxi drivers/firms
- Missing from home or care, absence from school.
- Regularly returning home late or going missing overnight or for several days
- Knowledge of different towns or cities
- Being defensive about where they have been and what they have been doing
- Physical injuries and having marks or scars on the body which they try to conceal
- Drug or alcohol misuse.
- Involvement in criminal offending behaviour

- Becoming disruptive at home or school
- Repeat sexually-transmitted infections, pregnancy and terminations.
- Change in physical appearance including looking tired or ill and sleeping during the day
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites.
- Disclosure of a sexual assault which is later withdrawn
- Estranged from their family and being hostile and aggressive with parents/carers
- Receipt of gifts from unknown sources. (e.g. money, mobile phones, clothes, jewellery)
- Having multiple mobile phones and/or sim cards
- Overt sexualised dress, Sexting
- Changes in physical appearance (more/less make up, poor self image)
- Recruiting others into exploitative situations.
- Poor mental health.
- Self-harm or thoughts of or attempts at suicide
- Displaying sexually inappropriate or harmful behaviours

Adults and young people should be aware of the grooming process which involves:

Targeting Stage:

- Observing and identifying a vulnerable young person and befriending them and gaining their trust.

Friendship Forming Stage:

- Making the young person feel special
- Spending time alone with them
- Giving gifts, compliments, food, shelter
- Listening and remembering
- Keeping secrets and being a listening 'ear'
- Offering support and protection
- Pretending 'to understand them'
- Testing out physical contact e.g. accidental touching

Loving Relationship Stage

- Establishing a sexual relationship
- Becoming their boyfriend/girlfriend
- Lowering their inhibitions e.g. by showing them pornography
- Engaging in forbidden activities e.g. night clubs, alcohol and drugs
- Being inconsistent by building up hope and then punishing them

Abusive Relationship Stage

- Becomes 'an unloving' sexual relationship
- Withdrawal of love and friendship
- Isolating them from family and friends
- Manipulating the young person by suggesting that the young person 'owes them'
- Threatening behaviour
- Physical and sexual assaults
- Giving them drugs and alcohol
- Making them have sex with other people

- Reinforcing dependency by stating to the young person they are ‘damaged goods’
- Developing feelings of guilt, shame and fear within the young person

Extremism and Radicalisation

The expectation that schools can help to protect children from extremism and violent views is not a new one, however the Counter-Terrorism and Security Act 2015 places a duty upon local authorities and educational providers to ‘have due regard to the need to prevent people from being drawn into terrorism’. The DfE has provided statutory guidance for schools and child care providers: ‘The Prevent Duty’ (June 2015). This guidance summarises the requirements on schools and child care providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

What schools should do:

- Schools should take account of the four themes (risk assessment, working in partnership, staff training and IT policies)
- Schools are not expected to have an additional policy as the school’s child protection policy will cover the responsibilities of schools.

Quick check:

- Appropriate vetting of guest speakers/visitors to ensure they don’t offer extremist views?
- Has your Designated Safeguarding Lead completed Prevent Awareness Training (WRAP)?
- Does your school IT system prevent children from accessing inappropriate sites and detect inappropriate use (filtering and monitoring)?
- Does your child protection and safeguarding policies make reference to your responsibilities under the Prevent Duty?
- Do you have clear procedures in place for protecting children at risk of radicalisation? (Your designated safeguarding lead and safeguarding team understand should know how to refer concerns to Careline who may then draw upon the services of police and the Channel Programme.)
- Can your staff recognise children at risk and know how to support them including when to make a referral?
- Have they had additional guidance or training?
- Does your school support children to stay safe on-line in school and outside?
- Does your PHSE curriculum provides pupils with the time to explore, in a safe environment, sensitive or controversial issues and helps them to recognise and manage risk, make safer choices and recognise when pressure from others threatens their personal safety and well-being?
- Does your school take account of the DfE guidance, supporting young people to live in modern Britain: ‘Advice on Promoting Fundamental British Values in Schools’ (DfE 2014)?
- Do you build children’s resilience to radicalisation?

Children who may be at risk of extremism and radicalisation:

There is no single profile of a young person, however the following may lead to a child becoming involved in extremism and radicalisation:

- The child may experience social isolation.
- They may be searching for answers to questions about identity, faith and belonging.
- They may be distanced from their cultural/religious heritage and experiences.
- They may experience local community tensions.
- They may be vulnerable because of their own low self-esteem.
- They may have experienced bereavement or loss.
- They may feel aggrieved by experiences of racism, discrimination or government policy.
- They may have special educational needs.
- They may have perceptions of injustice.
- They may have little understanding of the consequences of their actions or little awareness of the motivations of others.
- They may experience a feeling of failure.
- They may be driven by a need for identity, social network and support.
- They may be driven by a desire for adventure, excitement or a change in their status.

Possible indicators that a child may be becoming radicalised:

- Use of inappropriate language.
- Adopt a 'them and us' approach.
- Possess extremist literature.
- Significant changes in appearance and/or behaviour.
- Identifying with a group or ideology.
- Accessing extremist websites and social networking sites.
- Advocating violence to resolve political and social situations.
- Greater degree of personal social isolation, alongside greater association with known extremists.
- Making contact with known extremist recruiters.
- Seeking to recruit others to their extremist ideology.
- Drawing pictures or symbols, including in their exercise books.
- Unwilling to engage in class activities.
- Displaying racist and homophobic language.
- Changes in dress, tattoos, badges on clothing.
- Change in vocabulary.
- Prone to outbursts.
- Asking unusual/concerning questions.
- Other changes in behaviour associated with neglect and a change in someone's emotional wellbeing.

Referral Mechanism

School staff and Designated Safeguarding Leads should follow the normal safeguarding procedures and act to protect children who are immediately at risk by ringing the Police. Other children will need to be referred to Careline. Following this a referral may need to be made to the Channel Programme. In addition, schools can seek advice from:

Liverpool Prevent Coordinator or Tel: 0151-233-7015

Paul Storey Channel Coordinator
Direct Line 01517778328 or 07739 822 286

Paul.Storey_E@merseyside.police.uk

Special.Branch@Merseyside.pnn.police.uk or Tel: 0151-777-8505

Resources:

- Free DFE prevent training can be found here:
<https://www.elearning.prevent.homeoffice.gov.uk/>
- DFE 'Educate against Hate' website
- Advice on Promoting Fundamental British Values in Schools' (DfE 2014)
- The Prevent Duty (Statutory Guidance for Schools and Childcare Providers DFE 2015)
- How Social Media is used to encourage travel to Syria and Iraq (Briefing Note to Schools, DFE 2015)
- Confidential Anti-Terrorist Hotline 0800 789 321
- My Former Life Project – foundation4peace.org
- www.got.uk.net/
- www.preventforschools.org (all secondary settings have free access to this)
- Safer Internet Centre Website
- CHANNEL general awareness training module- DFE website
http://course.ncalt.com/Channel_General_Awareness/01/index.html
- Think u know website

The DFE offer the following reasons, as examples, as to why disabled children are more vulnerable to abuse:

- Many disabled children are at an increased likelihood of being socially isolated, with fewer outside contacts than non disabled children

- Their dependency on parents and carers for practical assistance in daily living, including intimate personal care, increases their risk of exposure to abusive behaviour
- They have an impaired capacity to resist or avoid abuse
- They may have speech, language and communication needs which may make it difficult to tell others what is happening
- They often do not have access to someone they can trust to disclose that they have been abused
- They are especially vulnerable to bullying and intimidation
- Looked after disabled children are not only vulnerable to the same factors that exist for all children living away from home, but are particularly susceptible to possible abuse because of their additional dependency on residential and hospital staff for day-to-day physical care needs.

Examples:

- 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
- 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 which are unnecessary or are carried out against the child's will.

Neglect

'Child neglect in 2011 - An annual review by Action for Children in partnership with the University of Stirling':

Neglect is extremely damaging to children in the short and long term. The experience of neglect affects physical, cognitive and emotional development; friendships, behaviour and

opportunities. For many people, the most obvious form of neglect is poor physical care. It is certainly very damaging for children's health and development to be inadequately fed and clothed. But neglect can also take many other forms, not all of them accompanied by the obvious physical signs of being severely under- or over-weight, dirty and scruffy. .

Some sign, symptoms and indicators of neglect:

- being left alone in the house or in the streets for long periods of time
- lack of parental support for school attendance
- being ignored when distressed, or even when excited or happy
- lack of proper healthcare when required
- having no opportunity to have fun with their parents or with other children
- speech and language delay
- missed/failed development checks
- learning difficulties or poor educational progress
- poor attendance, including nursery
- general development delay
- young children picked up late from nursery/school
- poorly supervised both within and outside the home, enabling the child to engage in risk taking behaviour
- caring for young siblings
- frequent accidents or minor injuries/bruising
- poor dental care
- recurrent infections, nappy rash, head lice, skin conditions
- not registered with a GP or Children's Centre
- delay in seeking medical help, missing medical appointments, inadequate immunisations
- not agreeing to assessments or referrals for the child's behaviour or mental health
- failure to follow up a child's hearing or sight problems
- weight loss or gain, gross obesity
- lack of height gain
- excessively hungry, hoarding or stealing food, feeding problems
- inadequate unbalanced diet
- inappropriately dressed for the weather, inappropriate clothes for age, gender or size
- the child or their clothes are unclean or smell
- lack of parental stimulation
- poor parental attachment to the child
- parent ignores child's emotional needs and fails to provide appropriate stimulation
- lack of age appropriate boundaries set for the child
- child has behavioural difficulties, under stimulation, cries excessively, seeks attention or is withdrawn
- poor concentration or finds it difficult to settle in
- destructive or aggressive
- child socially isolated from peers, absence of friends

1.8 Model safer working practices code of conduct for adults

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. It is our willingness to work in a safe manner and challenge inappropriate behaviour that underpins this commitment. Everyone is expected to adhere to this 'Code of Conduct' and the 'Guidance for Safer Working Practice for Adults who work with

Children and Young People in Educational Settings (updated in 2015 by The Safer Recruitment Consortium) which is available on the school's website. Everyone must also read and understand part one of Keeping Children Safe in Education (DfE 2016). This code of conduct aims to support adults so they don't work in a manner which might lead to an allegation against them. Equally it aims to reduce the opportunity for any adult intent on grooming or harming a young person. It encourages you to work in an open and transparent way that should avoid someone questioning your motives, intentions or suitability to work with young people. It is a key principle of this code of conduct that **everyone** understands their responsibility to share **without delay** any concerns they may have about a child's welfare or an adult's behaviour towards a young person. In addition, **everyone** has a responsibility to escalate their concerns to the Local Authority Designated Officer (Liverpool Careline 0151 233 3700 or 225 8116/8101) if they feel that safeguarding concerns they have raised about a child or adult working at the school are not being addressed by the school.

Code of Conduct:

- If you have any concerns that a child is being harmed, abused or neglected you **must share your concerns immediately** both verbally and in writing with the school's Designated Safeguarding Lead or if they are absent, another member of the school's Leadership Team. Always listen carefully to the child and record what they tell you in the child's own words. Never promise to keep a secret.
- If you receive an allegation against an adult working in the school or observe behaviour that concerns you, you must discuss your concerns without delay with the Headteacher or Designated Safeguarding Lead. Concerns regarding the Headteacher should be directed to the Chair of Governors or Local Authority Designated Officer.
- Anyone (in emergencies or if they need to) can make a referral about their concerns for child to Liverpool Careline (tel: 0151 233 3700)

You should:

- dress appropriately according to your role, ensuring that clothing is not likely to be viewed as offensive or revealing and that it is absent of any political or other contentious slogans or images.
- act as an appropriate role model, treating all members of the school community with respect and tolerance.
- ensure gifts given or received are recorded and discussed with your Line Manager.
- respect others' confidentiality unless sharing information is appropriate to ensuring their welfare.
- adhere to the school's policies, particularly those related to safeguarding – including child protection, behaviour, attendance, physical intervention, intimate care, anti-bullying, equal opportunities, health and safety and e-safety (acceptable user policy).
- report any behaviour or situations which you may feel give rise to a complaint or misunderstanding in respect of your own actions. Also share situations with your Line Manager if you feel your actions might have sat outside this code of conduct.
- share with your Line Manager or Headteacher any behaviour of another adult in the school where it gives you cause for concern or breaches this code of conduct or the school's safeguarding policies. Your intervention may allow for their practice to be supported and developed and/or prevent a child from being harmed.

Never:

- make, encourage or ignore others, making personal comments which scapegoat, demean or humiliate any member of the school community.

- use your position to intimidate, bully, humiliate, coerce or undermine any member of the school community. This includes shouting in anger and aggressively to punish them rather than raising your voice to be heard or avoid danger.
- develop 'personal' or sexual relationships with children and young people, including making sexual remarks or having inappropriate sexual banter. In addition, the Sexual Offences Act 2003 makes it clear that all members of staff are in a position of trust and would therefore be committing a criminal offence to have a sexual relationship with a young person in full time education/below the age of 18, even if that pupil is over the age of consent.
- engage in inappropriate conversations with students or share inappropriate personal information about yourself or others.
- discriminate favourably or unfavourably towards a child.
- give personal contact details to pupils or communicate outside of school using social networks, email, text, twitter etc or meet a young person out of school unless part of a planned school activity with the knowledge of your Line Manager.
- have conversations on social networking sites that make reference to children, parents or other colleagues at the school or be derogatory about the school. Never make any statements or post images on social networking sites that might cause someone to question your suitability to act as a role model to young people or bring your own or the school's reputation into disrepute. You should never communicate with parents through social network sites and you are strongly advised to declare any existing friendships/relationships to your Line Manager.
- use personal equipment to photograph children (always use the school's equipment) and ensure any photographs are only stored on the designated secure place on the school's network and not on portable equipment.
- use your personal mobile phone in areas used by children unless in emergencies or under an agreed protocol set out by the headteacher. In early years settings mobile phones should be locked away rather than carried by staff in areas occupied by children.
- undertake 'one to one' activities out of the sight of others unless it is a planned activity with the knowledge of your Line Manager and in keeping with your particular responsibilities.
- transport children unsafely, for example by driving whilst using your mobile phone, consuming alcohol, failing to ensure that seat belts are worn or driving without appropriate insurance. Any trips should be planned and with the knowledge of your Line Manager. Unforeseen events should be reported to your Line Manager. It is good practice to have another adult to act as an escort during the journey
- have physical contact with young people that might be misconstrued or considered indecent or harmful. Ensure you are always able to give an account of the reasons for physical contact or physical intervention. Where physical contact is required it is good practice for it to be within the sight of others. Any physical contact with a child that was needed to control or restrain a child should be the minimum required.

All school employees should have a clear understanding of their responsibilities under this code of conduct. It aims to help them avoid poor working practices that *may* lead to their behaviour being *investigated* and the *consideration* of disciplinary procedures.

1.9 Additional safeguarding advice for visitors and volunteers

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. It is our willingness to work in a safe manner and challenge inappropriate behaviour that underpins this commitment.

By signing in and out of the visitors' book you are agreeing to follow the advice within this leaflet. All visitors must wear the visitor's badge provided by reception. An adult without a badge will be accompanied to the school's reception to confirm they have signed in.

Visitors must be accompanied at all times by a member of the school staff.

Unsupervised visitors: If your visit involves unsupervised contact with young people you will be asked to show the photographic ID badge provided by your employer and written confirmation that appropriate DBS checks have been made. Depending on your role and the organisation you are from you may be required to show your Enhanced DBS Certificate. We will note down the DBS number and date issued but will not make a copy of it. You will also need to read and understand the school's Code of Conduct for Adults and Part 1 of the DFE's Guidance, 'Keeping Children Safe in Education' (2016). The school's Child Protection Policy is available on the school's website.

If you have ANY concerns about a child's welfare or well being or have a concern about the behaviour of any adult within the school towards a child:

- discuss your concerns without delay with the Designated Safeguarding Lead or the Headteacher or a member of the safeguarding team.
- Remember it is important to share your concerns even if you are unsure.
- Anyone (in emergencies or if they need to) can make a referral to Liverpool Children's Services (tel: 0151 233 3700)
- The Local Authority Designated Officer (L.A.D.O.) for managing allegations against staff and Volunteers can be contacted via 0151 233 3700. The school office can provide you with a copy of the school's procedures for managing allegations against staff and volunteers.

If a child makes a disclosure to you:

- Do not investigate but report them immediately to Designated Safeguarding Lead or another member of the senior staff at the school
- Avoid being shocked or embarrassed.
- Listen to the child without interrupting them.
- Do not promise to keep a secret.
- Do not ask the child any leading questions.
- Reassure them that 'it is not their fault and they have done the right thing to tell you'.
- Immediately following the disclosure report your concerns to the Designated Safeguarding Lead (see above) and write down what the child said using the child's own words and phrases. Sign and date this document and hand it to the Designated Safeguarding Lead.
- Consider how best to manage your own feelings
- Following reporting your concerns remember that the disclosure and the child's identity should remain confidential

The school has a full code of conduct to encourage safer working practices for all adults working with young people, including advice regarding 'e-safety'.

Remember

- provide a positive role model to young people

- dress appropriately ensuring your clothing is not likely to be viewed as offensive or revealing
- treat all members of the school's community with respect and tolerance
- work with children so that you are visible by a member of the school staff
- respect a child's privacy and dignity
- always be able to justify any physical contact you have with a young person
- always report any situations that arise that you may feel may give rise to a complaint or misunderstanding in respect of your own actions

Never:

- Photograph a child without the school's permission
- Never use your personal mobile phone in areas used by young people
- Ignore inappropriate behaviours towards children either by other children or adults
- Share personal details with a child
- Meet or contact the child out of school including by text, email, Facebook or other social media or give a child a lift home
- Discuss the school, children or adults working within the school on social media
- Make inappropriate comments to a child including racist, homophobic, sexist or sexualised comments
- Give gifts to a young person (unless part of the school's agreed rewards policy or with the agreement of your line manager) or show them preferential treatment

Key Safeguarding Staff:

Headteacher:

Designated Safeguarding Lead:

Safeguarding Team:

Chair of Governors:

Safeguarding Governor:

Other Safeguarding Guidance:

In the case of a fire follow the following procedures:

- There should be no delay in ringing 999 and requesting fire and police.

If a child or member of staff needs emergency treatment or first aid:

- There should be no delay in ringing 999 and requesting an ambulance

Section 2: Guidance for Designated Safeguarding Leads

2.1 Core standards for school safeguarding teams

- Schools should undertake an early help assessment before the child needs escalate to the point where a request for a statutory assessment is required.
- Where there are safeguarding concerns about a child there should be no delay in contacting children's services.
- All requests for a statutory assessment by children's services must be accompanied by a Multi-Agency Referral Form (M.A.R.F.) or Early Help Assessment. (EHAT)
- Consent **must** have been secured before a request for statutory assessment is made for a 'child in need'. Whilst consent is **not** required for child protection referrals consideration should always be given to informing the parents. Parents would normally be informed of the need to make a child protection referral unless this would jeopardise the safety of a child (place them at risk) or impede a police or a children's service investigation.
- If a request for statutory assessment is not accepted schools, with other agencies, should undertake early help assessments if a child has unmet needs that sit below the need for a statutory assessment. Schools should always escalate their concerns to ensure a statutory assessment is undertaken if they believe the child's needs require this.
- All child protection case conferences, core group, child in need and early help meetings should be attended and written information shared in line with LSCB guidance.
- Schools should contribute to a robust and timely assessment of the child's and family's needs.
- Given safeguarding is a shared responsibility and members of the school's safeguarding team must understand their responsibilities when attending meetings. These include the need to scrutinise information effectively, review historical concerns, examine the views and wishes of the child, review and challenge practice and when required escalate concerns.
- Schools should, together with other agencies, ensure multi-agency plans have clear outcomes for children that are achieved in a timely way.
- A chronology must accompany all safeguarding records. The records should reflect actions taken including any written requests for statutory assessment, decisions taken to share or not to share information shared, concerns escalated and the views and wishes of the child.
- An overview list must be maintained by the Designated Safeguarding Lead, of all safeguarding concerns brought to their attention along with a brief outcome.
- A central list must be maintained by the Designated Safeguarding Lead of all children subject to current child protection plans, child in need plans or early help assessments. The list should all include any children where there are historic concerns or children whose welfare needs to be monitored.
- The safeguarding team should undertake regular supervision. Supervision is a structured conversation to monitor the welfare of children through the review of actions taken, decisions made and critically the changing needs of the child. 'Rolling' minutes of supervision should capture any further actions required. If not directly involved in supervision the headteacher should evaluate the effectiveness of the process and 'sign off' on any actions.

2.2 Flow chart for making referrals to Children's Services

1. Concern: Allegation received, disclosure from a child, suspicion based on injury or behaviour or a build-up of concerns. **Act, do not delay!** Does the child need emergency hospital treatment or immediate police protection? Ring 999 or 0151 709 6010 (Merseyside Police). **Follow LSCB procedures and Keeping Children Safe in Education (DFE 2016)**

2. Respond: Share your verbal concerns and then written notes with the Designated Safeguarding Lead (DSL) who will lead the next steps in this flowchart. (Differentiate between fact, opinion, interpretation, observation and/or allegation. Record any witnesses. Use the child's own words. Put the date, time and your name and signature on the record. Remember our role is to record and refer and not to investigate.) The DSL should use the LSCB 'Responding to Needs Guidance and Levels of Need Framework' to inform their decision to refer. For concerns that sit below level 4 you should begin an early help assessment and consider discussing your concerns with the consultative social workers in the early help hubs. However, if you have still significant welfare concerns contact Careline 0151 233 3700 and consult. **Remember anyone can make a referral (request for statutory assessment).**

3. Safeguarding concerns:

Where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm then Careline should be contacted by telephone (0151 233 3700) without delay. This must be followed up with a Multi-Agency Referral Form (M.A.R.F.) within one day or sooner. This is to be completed online only.

Consent is not needed for child protection referrals but consideration should be given to informing the parents/carers. However the parents/carers should not be informed if it might place the child at risk of harm or jeopardise a police or child's service investigation. If in doubt seek advice from Careline before contacting the parents/carers.

When you are speaking to Careline **confirm** that they are accepting your referral as a 'Child Protection' or 'Child in Need' Referral (Section 47 and Section 17 of the 1989 Act).

Referrals (requests for a statutory assessment) at Child in Need must also be made on the Multi-Agency Referral Form (MARF). A Child in Need assessment will not begin until the MARF is received and must have parent/carer consent. An EHAT may be accepted in lieu of the MARF.

Consent is always required for a Child in Need (CIN) Referral. If the parents/carers refuse to give consent then consult with Careline . They might advise to you seek consent for an Early Help Assessment. If the parents/carers continue to refuse to engage and provide consent for an EHAT or CIN then seek further advice and complete the MARF stating that there parents'/carers' non-engagement and

4. If you do not agree agreement with Careline's decision not to accept a Child Protection Referral (S47) or to consider a statutory assessment for a Child in Need as defined by the 1989 Act (S17) follow the agreed escalation procedures and the LSCB's own escalation procedures:

- a. Ask to speak to a social worker b. Ask to speak to a team leader.
- c. Contact Careline Service Manager: tel 0151-233-3700 and follow up your concerns in writing, matching your concerns to the LSCB Levels of Need Framework. You should always receive an explanation as to why a referral is not being accepted.
- d. Seek Advice from the Senior School Improvement Officer for Safeguarding
- e. Contact the Line Manager of the Careline Service Manager
- f. Contact the Assistant Director and then Director of Children's Services

4. Follow up your telephone referral in writing without delay:

A written referral on the on a multi-agency referral form (MARF) must accompany all requests for statutory assessment. Match your concerns to the criteria in the 'Responding to Need Guidance and Levels of Need Framework'. The multi-agency referral form should be completed online **only** at:

<http://liverpool.gov.uk/health-and-social-care/children/children-at-risk/>

Alert other schools and agencies known to the family, as appropriate, and include information from them to support your referral. If you are unsure as to the outcome of a Children's Services investigation/assessment following a child protection or child in need referral contact Children's Services. (If in doubt ring Careline again). Ensure key colleagues are aware of the situation e.g. Form Teacher, Head of Year and/or Learning Mentor, School Nurse, EWO. It is good practice for the named Designated Safeguarding Lead to at least attend the initial case conference along with another member of the safeguarding team, who may attend subsequent meetings.

5. Monitoring, record keeping and the sharing of key information:

All record keeping should evidence:

- a copy of the written referral on the MARF
- written reports to child in need and child protection meetings (LSCB reporting template)
- a chronology summarising events and submissions to the child protection file
- attendance of colleagues at key meetings (case conferences, core groups, Team Around the Family/Child or Early Help Assessment)
- that the targets in Child Protection Plans are being addressed by all agencies
- there is tracking of attendance, progress data together with the young person's engagement in clubs and activities
- the sharing of information with other key agencies promoting partnership working
- that young people, parents' and carers' views have been sought and appropriately addressed with a focus on the child's need and all key communications, discussions, decisions and actions related to the child
- how parents have been challenged and supported appropriately
- decisions to share or not to share information
- how agencies have been challenged/concerns escalated

Never delay in sharing your concerns verbally with Careline (0151 233 3700). This should be followed up with a multi-agency referral form (M.A.R.F) which must be completed on line at: <http://liverpool.gov.uk/health-and-social-care/children/children-at-risk/>

Provide the following details:

- Name of child and date of birth
- Child's preferred language
- Ethnicity
- Special educational needs and disabilities
- Referrer's name and role
- Date and time of incident, including details of any witnesses
- Summary of concerns (remember to distinguish between fact and opinion and record the child's own words and views)
- Focus on the child's needs by matching your concerns to the criteria in the LSCB's Responding to Need Guidance and Levels of Need Framework
- Provide an overview of any support or strategies already provided as part of Early Help
- The names of any siblings and where ascertained, the views of any schools they attend
- Family context and history, including any known adults frequently part of the family group
- Provide a body map to indicate any marks or bruises
- Sign and date your referral
- Careline sometimes use the terminology 'contact' or 'referral' when recording your call. You will need to be clear at the end of your conversation as to whether they are accepting your information as a 'referral' and intending to take further action, or they are recording that you have only shared information with them and they have advised you how to proceed and begin or continue early help (contact). Your own records should also state whether a referral has been accepted. **Remember a referral is only a request for a statutory assessment.**
- You have a responsibility to follow the escalation procedures if you disagree with Careline's decision not to accept a referral.
- Follow LSCB procedures
- Seek specialist advice and guidance e.g. FGM, forced marriage, domestic violence, child sexual exploitation, missing children
- If a child is considered at risk of harm or likely to suffer harm then no consent is required. However you should inform the parents/carers of the need to make a referral unless it would put the child at further risk or impede a police/children's services investigation. Consult with Careline if in any doubt. Consent however is always needed for requests for child in need assessments.

Following a Referral:

- Expect feedback following your referral.
- If the child's needs fall below the threshold for a Child Protection or Child in Need Statutory Assessment, then you should work with other agencies to begin an Early Help Assessment and provide co-ordinated multi-agency support. You should consider consulting with the early help hubs.
- Press for reconsideration if the child's needs develop.

2.4 Record Keeping

- All Child Protection, Child in Need or Early Help Assessments should be locked away securely with limited access to named colleagues. Child protection records should be kept separately to the child's normal file.
- Ofsted have the right to request to see a child's file, to be assured that the school is recording and sharing information appropriately.
- The Local Safeguarding Board can request a copy of a child's file as part of a serious case review, critical incident review or multi-agency case audit.
- Schools should ensure the original safeguarding records are forwarded to any educational setting that the child leaves to attend (new school, pupil referral unit, special school, student support centre and including further education colleges for children below the age of 18). Once the other setting has received the original the school should shred any copy it has retained unless it has legal grounds for keeping a copy.
- The child's original records should be kept securely until the child reaches the age of 25 unless they are transferred **securely** to another setting. It is expected practice to discuss the child's needs with the new setting at the point at which records are transferred.
- The school should retain evidence of how the records were transferred (signed receipt).

Records should indicate:

- The build-up of low level concerns over time
- Discussions with other agencies
- Any issues or actions arising from meetings, including case conferences, Child in Need meetings and Early Help review meetings.
- How parents have been challenged and supported appropriately
- Decisions to share information or not to share information
- Attendance monitoring
- How agencies have been challenged/their activity scrutinised
- How actions have been completed in a timely manner
- If the case records have been audited as part of management supervision
- The child's views, wishes and feelings
- Any non-verbal behaviour by a child unable to verbalise their feelings

Records should be legible and indicate clearly who has provided the information. All pages in the file should be numbered and a chronology of events and actions provided at the front of the file.

2.5 Child Protection/Safeguarding File Chronology

Student's Name: _____

Name of child: _____

Name of school transferring from: _____

Name of school transferring to: _____

Date child left: _____

Date of handover of child protection records: _____

Name of person receiving records: _____

Role of person receiving records: _____

Signature of person receiving the records: _____

If posted:

Date and signature of special delivery receipt:

Date and details of follow up conversation with the school:

2.7 Record keeping auditing tool template

Tick	Audit Criteria	Comments/Actions to be taken
	<ol style="list-style-type: none"> 1. Are records up to date? Do records have a chronology summarising all entries on to the file enabling the file to be quickly reviewed? 2. Are documents/notes/statements added to the file signed and dated by the member of staff? 3. Do notes on the file show clear differentiation between facts and opinions? 4. Is there evidence that the student's and parent/carer's views have been considered as part of the assessment and provision of needs? 5. Is there evidence of information sharing with other agencies including the recording of the reasons for sharing/not sharing? (The schools attended by other siblings should be informed of referrals.) 6. Is there evidence of effective identification and management of risk of harm? 7. Do records provide evidence of timely and appropriate actions and decision making? 8. Is there evidence of interagency partnership working (records of discussions, information sharing, contributions to assessments, monitoring of agreed actions, dissenting views)? 9. Is there evidence of attendance at appropriate meeting together with the minutes of those meetings (strategy meetings, case conferences, core group meetings, risk assessments)? 	

	10. Are the contact details for all agencies involved clearly accessible?	
	<p>11. Is there appropriate reference to issues of equality e.g. race, culture, heritage?</p> <p>12. Is there evidence of the file being reviewed with actions followed up (including appropriate challenge and escalation) leading to improved outcomes for the young person?</p> <p>13. Is management supervision of the records evidenced on the child's file?</p> <p>14. Has a multi-agency referral form accompanied a verbal referral to Children's Services.</p> <p>15. Are written reports completed for all conference meetings.</p>	

Signed _____ Position _____ Date _____

This form can be used to supervise/audit safeguarding records (e.g. child protection, child in need, EHAT, CAF, referrals) that are kept securely and separately from other records. The file should be passed securely and discussed with a new school, FE college or Local Authority Officers (Children Missing from Education, Children Educated at Home and young people in Alternative Provision). There should be evidence of secure transfer of records. If records are not handed over personally and a signed receipt gained or post by 'special delivery' retaining a copy of the record only until a receipt is received.

2.8 Information sharing

Following the tragic death of Victoria Climbié, Lord Laming concluded that information sharing should never be a barrier to safeguarding children.

Professionals should consult the DFE (2015) **Information Sharing: Guidance for Practitioners and Managers** which includes the seven golden rules for information sharing:

1. Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

If in any doubt consult with Careline before informing parents of your referral to ensure you don't put the child at further risk or impede a police/children's services investigation.

2.9 Schools' Safeguarding Escalation Policy

This policy considers where there is (**Schools should also consult the LSCB's escalation Policy on their website**):

1. Disagreement internally within the school as to the need for a referral
2. Disagreement about Children's Services' (Careline) decision to accept a referral
3. Concerns about the progress of a Child in Need/ Child Protection Plan
4. Disagreement about the need to put into place a Child Protection Plan at Case Conference or to remove a child from a plan

1. Disagreement internally within the school as to the need for a referral

In situations where the Designated Safeguarding Lead **does not** believe a referral to Children's Services (Careline) is appropriate and this decision **is questioned** by a member of staff, then Careline **should always** be contacted and the information/concerns shared.

It is important to remember Keeping Children in Education (DFE 2016) makes it clear that any member of staff can make a referral to Children's Services (Careline).

You can seek advice from the early hubs/consultative social workers too.

2. Disagreement about CARELINE's decision to accept a referral

You have been told that your referral does not meet the level 4 of the LSCB Levels of Need Framework. If you do not agree with the decision of Careline (on behalf of Children's Services) not to accept a Child in Need or Child Protection Referral **you have a responsibility to escalate your concerns**:

Have you completed the on-line multi-agency referral form (M.A.R.F.) This is the required 'written submission' to support your initial telephone contact. This form provides considerable holistic information that will provide a greater context to your referral and will enable Children's Services to have all the information they need to make an informed judgement as to whether it meets the 'threshold'. This is particularly important if they are historic concerns related to the family. Are there any other agencies/schools that support your concerns/referral?

When summarising your concerns always provide a chronology of key events. Draw upon the LSCB Levels of Need Framework matching and evidencing your written concerns to the criteria. Draw upon the statutory definitions of section 17 or section 47 assessments (child in need and child protection)

Take the following steps when escalating your concerns to Children's Services:

- a. Ask to speak to the Careline social worker who has made the decision. The advisor who answered the call should never refuse this request.
- b. If there is no agreement ask to speak to a Careline Team Leader.
- c. If there is no agreement put your concerns in writing to the Careline Service Manager: mike.evans@liverpooldirectlimited.co.uk tel: 0151 225 2045
- d. Seek advice from phil.cooper@liverpool.gov.uk

- e. You should escalate your concerns further to the Line Manager of Careline in Children's Services and then to the Assistant Director of Children's Services and if needed to the Director of Children's Services if you believe a child is at risk and a referral is not being accepted or a section 17 Child in Need Assessment is required.

You should always be told the outcome of a referral and receive an explanation as to why a referral is not being accepted.

Schools have a responsibility to work with other agencies to provide Early Help and carry out Early Help Assessments. For children with additional or unmet needs that require a multi-agency coordinated approach and plan, an **Early Help Assessment** should be drawn up to provide early intervention where a child does not meet the thresholds for statutory assessment by Children's Services. Given their knowledge and relationship with the family, schools are well placed to initiate **Early Help Assessments** or support other agencies to do so. If a parent does not agree to an **Early Help Assessment** consider the impact on the child. Professional meetings and co-ordinated interventions may still be possible. However, the lack of parental engagement may well lead to the need for a Child in Need/Child Protection Referral. The **Early Help Hubs, Consultative Social Workers** and the **Family Support Workers** are available to support schools to provide Early Help and initiate Early Help Assessments.

3. Concerns about the progress of a Child in Need/ Child Protection Plan

You may have significant concerns about a child subject to a 'Child Protection Plan' or 'Child in Need Plan,' believing that there is no progress with the case or it has deteriorated significantly. You may feel the child should be moved from Child in Need to Child Protection, or additional services and interventions are required or even that the child should be removed from the home. Seek advice from your **Consultative Social Worker**.

Share your concerns verbally and in writing with the social worker. You should also escalate your concerns when you feel you are 'not being heard' or when you disagree with the decisions made. Invite the social worker to bring forward the next Core Group Meeting. Forward your concerns to the Independent Reviewing Officer at the Safeguarding Unit. Escalate your concerns to the Social Workers Team Leader and seek advice from phil.cooper@si.liverpool.gov.uk Escalate your concerns to the Service Manager, their line manager, Assistant Director and Director of Children's Services. Whilst it is important to share your concerns at Core Group Meetings and Case Conferences **do not delay sharing** your concerns until these opportunities arise.

4. Disagreement about the need to put into place a Child Protection Plan at Case Conference or to remove a child from a plan

Ask for your concerns to be captured in the minutes. Ask for a clarification of the reasons underpinning the decision. If you still disagree with the decision write to the Independent Chair detailing your concerns. You should escalate your concerns beyond the Independent Chair if your concerns remain unresolved and you believe the child is at risk of significant harm. Agencies have a responsibility to consider Care Proceeding to remove a child from the home when there is insufficient progress towards Child Protection plan targets and a child remains at risk.

2.10 Preparing for and participating in case conferences and child in need meetings

Always provide information to the social worker and independent chair ahead of any case conference or Child in Need meeting by completing the agency return template. Information provided should include:

- An analysis of attendance, including any unexplained or unauthorised absences
- The child's educational progress and any information provided to parents
- A summary of the views of other educational professionals e.g. EWO, SEN specialist teacher, educational psychologist
- Any physical or behavioural changes in the child e.g. weight loss, bruising, self harming
- Any examples of how the parents have engaged with school
- Any observations recorded during a home visit, including home conditions and the interaction between the child and adults or other children within the home
- Any behavioural incidents that have occurred in school that may have been expressed to parents
- A summary of the school's view as to how the actions set out in the Child Protection or Child in Need Plan have or are being met
- Any concerns (including challenge) raised with other professionals and parents since the last case conference or Child in Need meeting

Questions to consider asking at case conferences or Child in Need meetings:

- What is the condition of the family home?
- What is the pattern of visits to the home?
- How have the views of the child been sought?
- Has the child been spoken to away from their parents / carers?
- What is the observed behaviour and interaction between adults and children within the family home?
- What is known about adults who live within the family or appear to have significant contact with the children?
- Have they been risk assessed?
- How have the parents / carers been challenged to improve the situation?
- What expectations have been placed upon them?
- How have they responded?
- What evidence is there to demonstrate that parents have increased their capacity or motivation to improve the situation?
- What strategies are in place to monitor the Child Protection or Child in Need targets?
- What strategies are in place to monitor any written agreement with the parent?
- Is the written agreement realistically achievable given the parent's own capacity?
- Is the impact of drug, alcohol, mental health, domestic violence being appropriately risk assessed?
- Are any recent changes in the child's or family's circumstances contrasted with the historic information and pattern of concerns over time? Hence always take a holistic view, rather than examining each incident in isolation.

2.11 Early help (Early Help Assessment Tool)

Both national and local serious case reviews have identified the need for early help and robust co-ordinated multi-agency interventions. This includes missed opportunities to provide early help before concerns escalated or not undertaking early assessments (Early Help Assessment Tools EHATs previously CAFs) when a referral was not accepted but co-ordinated help was still required. It is also important to note that national serious case reviews have identified situations where schools tried to make referrals to Children's Services but were advised to undertake CAFs when the child's needs were more acute and statutory services were required under 'child in need' or 'child protection'. In these cases the school should have escalated their concerns until the referral was accepted and the child in receipt of services in keeping with their needs. The DFE in Keeping Children Safe in Education states:

'school and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating'

Schools have a responsibility to work with other agencies to provide Early Help and carry out Early Help Assessments. For children with additional or unmet needs that require a multi-agency co-ordinated approach and plan, an **Early Help Assessment** should be drawn up to provide early intervention where a child does not meet the thresholds for statutory assessment by Children's Services. Given their knowledge and relationship with the family, schools are well placed to initiate **Early Help Assessments** or support other agencies to do so. If a parent does not agree to an **Early Help Assessment** consider the impact on the child. Professional meetings and co-ordinated interventions may still be possible. However, the lack of parental engagement may well lead to the need for a Child in Need/Child Protection Referral.

(Schools should always match their concerns to the LSCB's Responding to Need Guidance and Levels of Need Framework and refer at Level 4 to Careline.)

The **Early Help Hubs, Consultative Social Workers** and the **Family Support Workers** are available to support schools to provide Early Help and initiate Early Help Assessments.

Schools should ensure appropriate staff attend EHAT lead professional training.

Governors should monitor the effectiveness of the school's engagement in multi-agency early help and the number of Early Help Assessments undertaken by the school.

Resources and guidance can be found at:

www.liverpool.gov.uk/ehat

The Early Help Directory can be found here:

<http://ehd.liverpool.gov.uk/kb5/liverpool/fsd/home.page>

2.12 Supervision Statement

Supervision is a structured conversation between a colleague who has direct oversight of cases involving child welfare, safeguarding or child protection issues and their line manager. This meeting should take place monthly or at least every half term. If schools are uncertain about the phrase 'supervision' they might prefer to use the term: 'Safe and best practice conversation', 'Safeguarding Consultation' or 'Managerial Oversight'

Supervision aims to:

- Support the caseworker to understand and manage their own emotions and well-being.
- Review the actions and decisions made for a child to ensure policy, guidance and best practice are being followed.
- Enable the caseworker to reflect and analyse barriers to progress so that appropriate actions can be developed and the child's needs met.
- Enable the caseworker to manage their workload, identify priorities and work with other agencies to manage risk.
- Enable the school to consider if any risks around the child have increased and whether the school needs to escalate their concerns with Children's Services and other agencies

Supervision is critical for anyone who undertakes the role of Designated Safeguarding Lead. It should also be considered for any staff who support the Designated Safeguarding Lead and act as the key worker for the child or attend case conferences on behalf of the school (e.g. Head of Year, Form Teacher, Class teacher or Learning Mentor). **There should be documentary evidence of supervision.** For schools, supervision and performance management are separate processes although issues raised during supervision may inform performance management.

Whilst the principle model of supervision is a dialogue between the caseworker and their line manager, schools should also consider adopting a team approach which enables colleagues to challenge their collective practices, ensuring the child's needs are being met. Schools should consider including the School Nurse and Education Welfare Officer in these extended team meetings.

Supervision should compliment the day to day conversations colleagues have about safeguarding and the regular cycle of school meetings which may include safeguarding as an agenda item. Supervision should also compliment the school's other strategies that enable the school to quality assure its safeguarding practices, including an internal audit of the school's child protection files using the *record keeping auditing tool*.

2.13 Supervision Checklist:

Supervision is a 'structured conversation' examining the decisions and actions taken by the whole safeguarding team. Supervision can be undertaken as a team or between a line manager and an individual.

Criteria	Y/N
1. Do you timetable supervision meetings?	
2. Do the meetings involve everyone involved in making safeguarding decisions including, where applicable, learning mentors, pastoral officers etc.	
3. Do you discuss all cases open to children's services? (child protection and child in need)	
4. Do you discuss all early help assessments?	
5. Do you discuss all children subject to on-going concerns or historical concerns? (pre-early help assessment)	
6. Do you review if actions taken by the school or other agencies are being completed and in a timely way?	
7. Do you evaluate if the child's needs have changed?	
8. Do you evaluate if record keeping meets practice standards?	
9. Do you review if a multi-agency referral form was completed for all referrals to children's services?	
10. Do you review if consent was gained before a referral to children's services was made or whether the parents were informed of the referral?	
11. Do you review if meetings have been attended and information shared?	
12. Do you consider if the child's needs and wishes have been heard and acted upon?	
13. Do you involve the school nurse or EWO in meetings to discuss children's needs?	
14. Do you consider if any training needs emerge from supervision meetings?	
15. Do you consider if staff are managing the casework effectively and the emotional demands of individual cases?	
16. Do you keep rolling notes of supervision, identifying any further actions?	

2.14 Record of Safeguarding Supervision

Date:

Present:

Outcomes and actions agreed (to be reviewed at next meeting):

Action	By whom

2.15 Learning from serious case reviews

Please also see guidance on the LSCB website:

<http://www.liverpoolscb.org/>

All agencies working in partnership should:

- provide early help and robust interventions before statutory services are required. This is particularly the case for poor school attendance and children in AEP.
- Ensure children's mental health difficulties are appropriately addressed
- Ensure identified key person for young person.
- Ensure any additional special educational needs including ASD are assessed
- Ensure the last Child in Need meeting is a EHAT meeting so there is continuity of multi-agency planning and activity
- focus on the child's needs (avoid focusing solely on the parent's wishes and needs)
- listen to the child away from their parents and record the child's wishes
- consider young people as children until they are 18 years old, (including teenage mothers who may be in abusive relationships)
- assess effectively the parent's motivation and capacity to improve the situation
- assess the impact of any family issues related to drugs, alcohol, mental health or domestic violence (avoid being over-optimistic of the parent's capacity to improve the situation)
- develop a greater understanding of the impact of neglect
- specifically consider the impact of domestic violence, including where young people are themselves the perpetrator of domestic abuse
- monitor carefully the parent's engagement, particularly any missed medical appointments
- review historical concerns in respect of the child and the parent's own history (avoid viewing incidents in isolation and not linking injuries; avoid 'start again' syndrome)

- demonstrate 'respectful uncertainty,' being appropriately sceptical of any explanations provided by the family for any maltreatment and injuries (avoid a lack of professional curiosity hence if you can't rule it out, then you have to rule it in)
- complete holistic assessments in a timely way
- ensure any actions for all agencies and the parents are sufficiently focussed, challenging and completed in a timely way
- attend all professional meetings, ensuring written reports are provided
- ensure the child is seen and spoken to away from their parents on a regular basis (avoid professional drift)
- risk assess all appropriate adults, taking care to consider any new male partners
- observe the child's interaction with parents and key adults, particularly any new male partners
- understand their responsibility to share information in a timely way with other agencies who are working with the family
- understand their responsibility to escalate their concerns and challenge other agencies, including the need to consider care proceedings
- consider issues related to cultural diversity
- collaboratively risk assess with other agencies children who are self-harming
- ensure there is managerial oversight of safeguarding decisions and actions
- ensure decisions, actions, information shared etc. are recorded and that records are transferred and a copy kept securely until the child is 25 years old
- monitor school attendance rigorously, including any unexplained absences, ensuring chronic attendees are visited and their welfare confirmed on a weekly basis
- consider that challenging children's behaviour may be the result of neglect and other forms of abuse e.g. child sexual exploitation
- recognise that some children are more vulnerable to abuse or neglect
- consider the impact of street gang activities

- ensure LSCB procedures are followed
- ensure all staff are appropriately inducted, trained and supervised and have awareness of the indicators related to all forms of abuse, including Forced Marriage, Female Genital Mutilation and Child Sexual Exploitation
- ensure a 'Code of Conduct' is in place that sets out every colleague's responsibility to report and challenge inappropriate behaviours towards children, including the need to 'whistle-blow' where appropriate (training should raise awareness of potential indicators of grooming behaviour)
- ensure the assessment of pregnant teenagers must take account of their family background. Both parents should be supported and involved in assessments
- consider the safeguarding needs of unborn babies, risks around co-sleeping, and the heightened risk for babies that arise in homes where there is domestic violence or substance misuse

2.16 Key contacts / Websites

Careline: 0151 233 3700 carelinechildrensservices@liverpool.gcsx.gov.uk

Local Authority Designated Officer (LADO): 0151 225 8116 or 0151 225 8101
ray.said@liverpool.gov.uk

safeguardingandreviewunit@liverpool.gcsx.gov.uk

Senior School Improvement for Safeguarding: phil.cooper@si.liverpool.gov.uk

E-Safety Lead Officer: paul.bradshaw@si.liverpool.gov.uk

LSCB CSE Coordinator: nikki.owens@liverpool.gov.uk **LSCB Education Liaison Officer:**
Katie.henderson@liverpool.gov.uk **LSCB Tel:** 0151233 0510 <http://www.liverpoolscb.org/>

Local Authority Major Emergency Duty Team 0151 236 2635 (Only to be used in emergencies. This is an ex-directory number and must not be issued publicly. It is for major incidents to seek a coordinated response.)

Local Authority Press Office 0151 233 0069 (out of hours number 0151 233 3040)

Emergency Planning: 0151 225 8637 duty mobile 07894258120

Health and Safety: 0151 233 8158

Special.Branch@Merseyside.pnn.police.uk or Tel: 0151-777-8505

Prevent Coordinator Tel: 0151-233-7015 or Sue.Harris3@Liverpool.gov.uk 07856645524

Channel Coordinator Paul Storey 01517778328 or 07739 822 286
Paul.Storey_E@merseyside.police.uk

Teacher Status Check (information for employers):

<https://www.gov.uk/teacher-status-checks-information-for-employers>:

Teacher Prohibition Orders Guidance:

<https://www.gov.uk/government/collections/teacher-misconduct>

Disclosure and Barring Service (DBS) checks, update service and DBS referrals:

<https://www.gov.uk/disclosure-barring-service-check/contact-disclosure-and-barring-service>

<https://www.gov.uk/government/publications/dbs-referrals-form-and-guidance>

<https://www.gov.uk/dbs-update-service>

DfE Safeguarding Guidance: <https://www.gov.uk/childrens-services/safeguarding-children>

Advice on statutory guidance to schools:

<https://www.gov.uk/government/publications/statutory-policies-for-schools>

DfE Guidance to schools: <https://www.gov.uk/government/collections/departmental-advice-schools>

NSPCC: <http://www.nspcc.org.uk/> **Barnardos:** <http://www.barnardos.org.uk/>

Section 3: Guidance for governors and school leaders

3.1 Statutory responsibilities and quality assuring safeguarding.

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies, Studio and Free Schools) by virtue of regulations made under section 157 of the same Act. The Local Authority 175 Safeguarding Audit gives schools the opportunity to demonstrate it meets its statutory requirements.

Schools must have regard for the DfE statutory guidance 'Keeping Children Safe in Education (DFE 2016) and Working Together to Safeguard Children (DfE 2015)

Governors and school leaders should consider how they quality assure safeguarding practices including how they:

- Ensure all statutory safeguarding and child protection policies and procedures are in place **and understood**.
- Monitor the evidence base of the 175 safeguarding audit and any actions arising from the 175 audit.
- Ensure the single central record is accurate.
- Ensure safer recruitment practices are followed. (see guidance later)
- Analyse and act upon the views of children, parents and carers.
- Analyse attendance patterns and respond to them.
- Review the effectiveness of health and safety practices and procedures.
- Review your Emergency Planning document, fire evacuation and 'lock down' procedures.
- Review the induction of new staff and the ongoing safeguarding training of all staff.
- Review the safeguarding guidance to staff, volunteers and visitors.
- Carry out learning walks focused on safeguarding arrangements.
- Evaluate curriculum opportunities to help children keep safe.
- Review behaviour data and incidents and patterns of bullying and discrimination.
- Review the supervision of staff and volunteers.
- Evaluate the effectiveness of the school's child protection procedures, including record keeping.
- Review the supervision/managerial oversight of the safeguarding team.

3.2 Quality assurance template (How do you know.....?)

Standard	Y	N	Evidence/actions
1. Are the single central record and recruitment practices compliant and checked by the headteacher following each round of appointment?			
2. Is there evidence that staff and volunteers can recognise indicators of abuse and neglect?			
3. Do staff, volunteers and visitors know how to refer concerns and to whom?			
4. Does the attendance team know all students who are vulnerable and monitor their attendance patterns particularly unauthorised attendance?			
5. Are the outcomes positive for students on alternative provision? Are attendance monitoring protocols clear between settings? (appropriate use of B code)			
6. Are the decisions and actions by all members of your safeguarding team are effectively reviewed through timetabled supervision?			

Standard	Y	N	Evidence/actions
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7. Do all members of the safeguarding team follow expected practice? (was consent gained, multi-agency referral form completed and record keeping?)			
8. Are there improved outcomes for all children with identified safeguarding concerns (are actions achieved) ?			
9. Does the attendance team know all students who are vulnerable and monitor their attendance patterns particularly unauthorised attendance?			
10. Do you evaluate the effectiveness of curriculum opportunities to help children keep safe?			
11. Do you analyse and reflect upon behaviour data and incidents and patterns of bullying and discrimination?			

3.3 Reporting to governors template

Termly Safeguarding Report to Governors (3 pages):

	Term 1	Term 2	Term 3
Number of new Child Protection referrals made			
Number of new Child In Need referrals made			
Number of new Early Help Assessment Tools raised (EHATs)			
Total number of students subject to child protection plans			
Total number of students subject to child needs plans			
Total number of students subject to EHATs			
Total number of students subject to EHATs that the school is the lead professional			
Total number of cases open to a Family Support Worker			
Number and circumstances of allegations against staff reported to LADO			
Number of Children in Care (LAC)			
Number of bullying incidents categories e.g. cyberbullying, homophobic, physical etc (reference gender, ethnicity and year group)			
Number of racist incidents			
Number of exclusions (reference SEN, gender, ethnicity and year group)			
Number of children taken off roll relating to safeguarding issues, concerns raised or complaints			
How many Operation Encompass notifications has the school had?			
How many Operation Encompass notifications have led to EHATs being raised?			

How many Operation Encompass notifications have led to a referral to Children's Services for statutory services?			
How many referrals have been made to Careline in respect of CSE?			
How many referrals have been made to Careline in respect of FGM?			
How many referrals have been made to Careline in respect of forced marriage?			
How many referrals have been made to Careline in respect of extremism and radicalisation?			
How many referrals have been made to Careline in respect of exploitation through gang activity?			
How many referrals have been made to Careline in respect of children missing from education?			

Prompts to consider when reporting to governors:

- What actions have arisen in respect of the analysis of the above data and attendance, progress data and participation rates for vulnerable students?
- What training has been undertaken by key staff and all staff?
- How is the evidence base for the 175 quality assured?
- How are actions arising from the 175 audit monitored?
- How are the safeguarding team supervised?
- Have safeguarding records been audited?
- Actions arising from meetings between Link Safeguarding Governor and Designated Safeguarding Lead
- What are the views of parents and carer? Do students feel safe?
- What evidence is there of the effectiveness of curriculum opportunities to help children keep safe?

- Comment on the analysis of behaviour data and incidents and patterns of bullying and discrimination?

Review of Safeguarding Policies or Procedures

Examples (see safeguarding framework in child protection policy):	Date of next review
attendance	
administering medicines	
anti-bullying including cyber bullying	
alternative and off-site provision	
behaviour for learning	
code of conduct for staff, governors and volunteers /staff behaviour policy (guidance on safer working practices)	
child protection policy	
children in care (Looked After Children)	
clubs, trips, educational visits and extended school activities	
data protection	
drug and substance misuse	
disability objectives and access plan	
equal opportunities	
emergency planning	
fire evacuation	
first aid	
intimate care	
internet (on-line safety)	
risk assessments	
safe recruitment practices	
managing allegations against staff	
mobile phone	
school and site security	
safeguarding advice for visitors	
special educational needs and disabilities	

taking and using photographs	
whistle-blowing	

3.4 Ofsted Safeguarding Checklist

Schools should refer to Ofsted’s School Inspection Handbook (Section 5 Inspections) and the additional guidance for inspectors ‘inspecting safeguarding’:

	<i>Ofsted will request at the start of the inspection:</i>	
1	<ul style="list-style-type: none"> the single central record of the checks and vetting of all staff working with pupils <p>Single Central Record matches requirements of Keeping Children Safe in Education (DfE). Personnel records evidence safer recruitment checks, including copies of evidence provided for identity and qualifications. Personnel records should demonstrate that safer recruitment procedures have been followed (see recruitment checklist)</p>	
2	Evidence of statutory training, including safer recruitment training, Designated Safeguarding Lead training every two years with regular updates. Whole school training should be at least every year with updates to staff more regularly. It’s helpful to keep a training log of all statutory safeguarding and training attended and specifically all staff, new staff, the safeguarding team and governors.	
3	Governors’ minutes evidence the child protection policy is reviewed annually for its effectiveness by the full governing body. Governors and school leaders create a positive culture and ethos, prioritising safeguarding and ensuring it is part of everyday life and embedded in training at every level.	
4	The school should have the following policies/procedures in place: child protection policy, managing allegations against staff procedures, whistle blowing policy, staff behaviour policy (safer working practices code of conduct) and safer recruitment policy/procedures. All staff and carers should have a copy of and understand the written procedures for managing harm to a child. They should know how to make a complaint and understand policies on whistleblowing and how to manage concerns about the practice of adults towards children. Adults should read and understand part 1 of Keeping Children Safe in Education (DFE, 2016) and ‘What to do if you’re worried a child is being abused’. These documents should be integral to new staff’s induction.	
5	There should be guidance to staff and volunteers to develop their understanding of signs and symptoms of abuse associated with CSE, FGM, forced marriage, extremism and radicalisation, domestic abuse, substance misuse, gang activity and children missing from education. Procedures should be transparent, including a staff room noticeboard. The names (and photographs) of the Designated Safeguarding Lead, Safeguarding Team, Headteacher, Chair of Governors and Safeguarding governor should be visible in reception and in the staff room. The children themselves should know how to respond and calculate risks associated with these issues and be aware of the support available to them. There should be evidence of curriculum opportunities to support students’ understanding. Schools should be able to demonstrate the effectiveness of their procedures.	
6	<i>Ofsted will request at the start if the inspection:</i>	

	<ul style="list-style-type: none"> • a list of referrals made to the designated person for safeguarding in the school and those that were subsequently referred to the local authority, along with brief details of the resolution (see suggested table below) • a list of all pupils who are open cases to children's services/social care and for whom there is a multi-agency plan <p>Child protection records should be stored separately and securely and evidence effective multi-agency practice, timely response to any safeguarding concerns, oversight of cases, including escalation where required. There is evidence of consent being sought from parents when appropriate and local safeguarding children's board procedures being followed. Plans to support children should identify the help children should receive.</p>	
7	<p><i>Ofsted will request at the start of the inspection:</i></p> <ul style="list-style-type: none"> • records and analysis of bullying, discriminatory and prejudicial behaviour, either directly or indirectly, including racist, disability and homophobic bullying, use of derogatory language and racist incidents • records and analysis of exclusions, pupils taken off roll, incidents of poor behaviour and any use of internal isolation <p>There should be evidence from student voice that children feel happy and safe within school and can identify adults who they may need to share concerns with. Children are helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Any discriminatory behaviours are challenged. Children are supported to develop their understanding of risks, including when using technology, the internet, and risks associated with grooming and radicalisation, misusing drugs and alcohol.</p> <p>Questions to explore with students:</p> <ol style="list-style-type: none"> 1. Do you feel safe in school? 2. If you had any worries would you feel able to tell a member of staff in school? 3. How has the school supported you to learn how to stay safe including when on the internet? 4. Do you feel bullying is dealt with effectively at school? 5. What is your view of students' behaviour in lessons and around school? 	
8	<p>There should be a clear approach to implementing the Prevent Duty (see additional guidance) and keeping children safe from the dangers of radicalisation and extremism. Staff and leaders should oversee the use of electronic and social media by staff and learners. School should have 'monitoring and filtering' in place.</p>	
9	<p>Leaders and staff should make clear risk assessments to protect children of all ages. There should be arrangements to ensure the health and safety of staff and learners are in place. The premises must provide a safe learning environment with secure access. All settings and particularly early years settings must maintain safe use of mobile phones and cameras within the setting.</p>	
10	<p><i>Ofsted will request at the start of the inspection:</i></p> <ul style="list-style-type: none"> • up-to-date attendance analysis for all groups of pupils <p>The school should analyse all incidents of behaviour (and the actions taken). There should be evidence of de-escalation techniques and, if required, the appropriate use of reasonable force. There should be strong evidence of the monitoring of the patterns of attendance, especially children missing frequently from education, and unauthorised attendance. The</p>	

	school should present case studies to demonstrate its support for and oversight of vulnerable students. The attendance monitoring, outcomes and safeguarding arrangements of Alternative Education Providers.	
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Name of child	Date of concerns shared with DSL/HT	Brief Outcome

No.	Evidence	Page
1.	Training log including evidence of going beyond statutory requirements including induction	
2.	An example completed recruitment checklist	
3.	Sample governors' minutes demonstrating annual review of child protection policy	
4.	Exemplar safeguarding report to governors and governors' minutes reflecting upon them	
5.	Signed 175 audit including evidence base, and monitoring of actions arising by governors	
6.	An analysis of attendance, specifically persistent absentees, unauthorised absence and children missing from education	
7.	An analysis of all forms of behaviour, particularly bullying and discriminatory behaviour	
8.	Monitoring of the quality and attendance at AEP provision	
9.	A summary analysis of pupil and parent voice	
10.	An example of a completed early help assessment	
11.	Outcomes of safeguarding learning walks	
12.	Evidence of supervision for the safeguarding team	
13.	A curriculum map setting out activities to support students to stay safe and evidence of the impact of activities	
14.	Examples of case studies demonstrating the effectiveness of the school's provision for vulnerable students	

15.	Any training resources and guidance materials given to staff and volunteers in particular guidance in respect of extremism and radicalisation, child sexual exploitation, FGM and forced marriage	
16.	Key policies (child protection policy...)	

3.5 Ofsted evidence file:

3.6 Single Central Record layout, guidance and assessment

School leaders should read in full section 3 of Keeping Children Safe in Education (DFE 2016) which sets out the following guidance in respect of the Single Central Record:

Schools and colleges must keep a single central record, referred to in the regulations (described in the following paragraph) as the register. The single central record must cover the following people:

- *all staff (including supply staff, and teacher trainees on salaried routes) who work at the school: in colleges, this means those providing education to children; and*
- *for independent schools, including academies and free schools, all members of the proprietor body.*

The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- *an identity check;*
- *a barred list check;*
- *an enhanced DBS check/certificate;*
- *a prohibition from teaching check;*
- *a section 128 check (for management positions as set out in paragraph 99 for independent schools(including free schools and academies));*
- *further checks on people who have lived or worked outside the UK; **this would include recording checks for those EEA teacher sanctions and restrictions described in paragraph 114 (of Keeping Children Safe in Education)***
- *a check of professional qualifications; and*
- *a check to establish the person's right to work in the United Kingdom.*

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

Where checks are carried out on volunteers, schools should record this on the single central record.

For details of records that must be kept, see:

- for maintained schools: Regulations 12(7) and 24(7) and Schedule 2 to the School Staffing (England) Regulations 2009 and the School Staffing (England) (Amendment) Regulations 2013 (applied to pupil referral units through the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007);*
- for independent schools, (including academies and free schools and alternative provision academies and free schools): Part 4 of the Schedule to the Education (Independent School Standards) Regulations 2014;*
- for colleges: Regulations 20-25 and the Schedule to the Further Education (Providers of Education) (England) Regulations 2006;45 and*
- for non-maintained special schools: Regulation 3 and Paragraph 7 of Part 1 and Paragraph 18 of Part 2 of the Schedule to The Non-Maintained Special Schools (England) Regulations 2015.*

In addition to the above guidance the DFE (2015) has also published: Disqualification under the Childcare Act 2006 Statutory guidance for local authorities, maintained schools, independent schools, academies and free schools.

This states:

*Para 24. Schools must keep a record of those staff who are employed to work in or manage relevant childcare and should record the date on which disqualification checks were completed. Schools should ensure that in maintaining records they comply with the requirements of the DPA. In particular they should not store personal data or sensitive personal data about household members without their consent, and they should ensure that any information is kept to a minimum, is accurate and is only stored for the minimum period of time necessary. **Schools may choose to keep this information as part of the single central record, or maintain a record separately.** Ofsted and the independent inspectorates will check this as part of the normal school inspection process.*

The DFE do not currently provide a layout for the single central record however the following exemplar is based on the DFE Guidance Safeguarding Children and Safer Recruitment in Education (DFE 2007) and adapted to meet current guidance.

Current School Improvement Liverpool exemplar:

Identity				Role	Start date	Qualifications		Children's Barred List Check (previously List 99)	Enhanced DBS/CRB Certificate
Name	Date of Birth	Address	Date of ID checks evidenced and by whom			Qual. Required Y/N	Qual. Evidenced (QTS number) Date of check evidenced and by whom	Date of check evidenced and by whom	Certificate number Date certificate issued and Date Evidenced and by whom

continued over page:

Prohibition Order Check for teachers only	<i>A section 128 check (for management positions as set out in paragraph 99 of KCSIE for independent schools (including free schools and academies)</i>	Disqualification Check		Right to Work in the UK	Overseas Checks		Written confirmation from third party staff, contractors, commissioned services, externally provided student teachers and supply teachers and other agency staff that all appropriate DFE pre-employment checks have been completed including where required the disqualification check. Photo ID seen and confirmation of DBS certificate received.
		Required Y/N	Date of check evidenced and by whom	Date of check evidenced and by whom	Check Required Y/N	Date of check evidenced and by whom	Date of written confirmation received and photo ID seen and confirmation of DBS certificate. (Independent and non-maintained special schools need to record the date the DBS certificate was obtained for supply staff. DBS number may be recorded.

The addition of the role, start date, QTS number, initials of person undertaking check are not statutorily required. Equally there is no expectation that schools will list all the qualifications checked on the Single Central Record. If initials are used in individual boxes then the full name and post should be clear in a key within the single central record. Copies of documents used to verify identity, qualifications, right to work in the UK and overseas checks should be retained on personnel records. DBS certificates cannot be kept for more than 6 months. Whilst the disqualification check is not required on the single central record evidence of the check must be retained.

Who needs to be on the single central record and what checks need to be completed:

Teachers:

- All the checks will be required with the exception of the Disqualification Check (and section 128 management committees in Independent Schools) which will be required

on some staff in some settings. *(Most staff who are only occasionally deployed and are not regularly required to work in relevant childcare will not automatically come within the scope of the legislation, DFE 2015).* In respect of the Disqualification Check the school should ensure it does not retain information or for longer than it is needed having completed the check. Schools should consult the DFE guidance to confirm which staff require disqualification checks.

- School should complete the Prohibition Order Check and check QTS status by using **Employer Access Online:** <https://www.gov.uk/teacher-status-checks-information-for-employers>

It is recommended a print off from the Employer Access Online should be retained on the individual's personnel file.

If schools have queries or do not have access to the Employer Access Online or need to raise an urgent enquiry they should email:

employer.access@education.gsi.gov.uk

- It is recommended the confirmed QTS number should be recorded on the Single Central Record as proof of qualifications. The text 'NPQH' should be entered on the Single Central Record if that was required at appointment. Copies of all certificates including degree certificates should be retained on the personnel file.
- In terms of the identity check only specific documents are permissible as proof. Schools should consult the DBS website for the most recent list:

<https://www.gov.uk/disclosure-barring-service-check/documents-the-applicant-must-provide->

Non-teaching staff

- Again all checks will be required with the exception of Prohibition Order Check (teachers only) and the Disqualification Check which will be required on some non-teaching staff in some settings. Some non-teaching staff are specifically excluded regardless of the setting. *(Staff such as caretakers, cleaners, drivers, transport escorts, catering and office staff, who are not employed to directly provide childcare, are not covered by the legislation, DFE 2015).*
- In respect of Disqualification Checks the school should ensure it does not retain information on the individual's personnel file or for longer than it is needed having completed the check:
- If specific qualifications were required for the post then it is recommended they are referenced on the single central record and copies of certificates/evidence retained on the personnel file e.g. HTLA, qualifications related to financial, personnel or premises management or to meeting health or care needs

Volunteers

Volunteers who have unsupervised contact with children require Enhanced Disclosure Certificates and a Barred List Check. This process includes an identity check. These should be recorded on the single central record.

Supervised volunteers are not statutorily required to have Enhanced Disclosure Certificates. It would be unlawful to request a Barred List Check. However schools can seek to undertake Enhanced Disclosure Certificates without a Barred List Check on a supervised volunteers. This process includes an identity check. If a school chooses not to undertake an Enhanced Disclosure Certificates without a Barred List Check on a supervised volunteers who has regular contact with young people then they should do at least an identity check. Schools would need to demonstrate to Ofsted that they are effectively supervised.

The DFE are clear that any volunteer may be required to have a Disqualification Checks:

'Volunteers and casual workers who are directly concerned with the management of childcare provision, or who work on a regular basis, whether supervised or not, in relevant childcare, are within the scope of the legislation and are covered by this guidance.'

Any checks on volunteers required including identity checks should be included on the Single Central Record.

Governors

Governors of maintained schools require Enhanced DBS Certificates without a Barred List Check.

If Governors carry out additional activities as unsupervised volunteers then Enhanced DBS Certificates and Barred List Checks will be required.

Any checks required including identity checks should be included on the Single Central Record.

Disqualification Checks on Governors are not required unless they are also supervised or unsupervised volunteers.

Proprietors of Independent Schools, Free Schools and Academies

The DFE 2014 defines that checks made on Proprietors must be included on the single central record.

Disqualification Checks on Proprietors are not required unless they are supervised or unsupervised volunteers.

The DFE (2016) also states:

A section 128 direction prohibits or restricts a person from taking part in the management of an independent school, including academies and free schools. A person who is prohibited, is unable to participate in any management of an independent school such as: a management position in an independent school, academy or free school as

an employee; a trustee of an academy or free school trust; a governor or member of a proprietor body for an independent school; or a governor on any governing body in an independent school, academy or free school that retains or has been delegated any management responsibilities. A check for a section 128 direction can be carried out using the Teacher Services' system. Where the person will be engaging in regulated activity, a DBS barred list check will also identify any section 128 direction.

Third party staff, contractors, commissioned services, student teachers and supply teachers and other agency staff

The school should seek written confirmation that all checks have been completed by their employer (or HE/FE institution for students) including where necessary the Disqualification Checks. Schools also should check the Photo ID on their first visit to the school.

The school will undertake all checks on any students it employs directly.

In respect of Disqualification Checks the DFE 2015 states:

Anybody involved in any form of health care provision for a child, including school nurses, and local authority staff, such as speech and language therapists and education psychologists, are specifically excluded from the statutory definition of childcare, and are therefore not covered by the legislation.

Where centrally employed local authority staff are deployed to work in relevant childcare settings in schools (for example peripatetic music teachers or special needs teachers) it is the responsibility of the local authority to ensure that such staff are compliant with the requirements of the legislation explained in this guidance.

Where schools or local authorities use staff from any agency, or third-party organisation, to work in relevant childcare in schools, or contract out such childcare, they must obtain confirmation that the agency or organisation providing the staff has informed them that they will be committing an offence if they are deployed to work in relevant childcare, or are directly concerned in the management of such provision, if they are disqualified under the 2009 Regulations. This should include the provider requesting that their staff inform them if they consider that they could be disqualified under the legislation.

Schools may request to see a third parties DBS certificate even if they are not statutorily required to do so or they ask for written confirmation from the other employer there are no information on the certificate. The employer would need to seek the consent of the individual before any information is shared. Hence the requirement to see a certificate may need to be addressed in written contracts between schools and third parties.

Schools are reminded that there are other required pre-employment (safer recruitment checks) other than those recorded on the single central record including the need to:

-verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role. Education (Health Standards) (England) Regulations 2003 see also [fitness to teach circular](#). Section 60 of the Equality Act 2010

-scrutiny of appropriate references, application forms prior to interview but after short-listing.

There is requirement for a NEW barred list check to be undertaken even if someone transfers without a break in service of more than 3 months with a DBS certificate with a barred check on it. The DFE have confirmed the statutory requirement to do a new barred list check before someone starts work.

There are a number of ways to obtain a new barred list check.

- Undertake an Enhanced DBS certificate requesting a barred list check at the same time
- If the person is part of the DBS Update Service you can undertake a status check
- Subscribe to the Teacher Pension On line which gives access to a barred list check for a fee.
- Contact the DBS directly to request a barred list check

Single Central Record Checklist

In respect of checks recorded on the single central record schools should ***'record whether the checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained'***.

Schools can choose to include the disqualification check.

No.	Statement	In Place	Action
1	Are the identity checks recorded on the SCR with the date of the check? (Schools may choose to record the QTS number for teachers on the single central record.)		
2	Are copies of all documents presented for identity purposes retained on personnel files?		
3.	Are copies of the certificates presented to confirm appropriate qualifications of teaching and non-teaching staff retained on the personnel files?		
4.	Have Enhanced DBS certificates been recorded on the single central record on all staff employed at the school, governors, student teachers, proprietaries of independent schools, academies and free schools.		

	Schools should record the date the certificate was issued or that date it was checked (or both). Enhanced DBS certificates must be obtained on all unsupervised volunteers. They can also be requested on supervised volunteers. Schools may also record the certificate number.		
5.	If copies of DBS are certificates retained on personnel files they can be retained for no longer than 6 months?		
6.	Have Barred List Checks been recorded on the SCR for all school staff, student teachers and unsupervised volunteers? (Barred List Checks cannot be requested on anyone who is not in regulated activity.)		
7.	Are Prohibition Order Checks recorded on the SCR for on all teachers employed after the 1 st September 2013? The date of the check should be recorded. (Schools may choose to obtain a print off from the Employer Access Online and retain it on personnel files evidencing there was no sanctions in place and the person has QTS status)		
8.	For those engaged in management roles (in independent schools - including academies and free schools) an additional check is required to ensure they are not prohibited under section 128 provisions. The date of this check should be recorded on the SCR.		
9.	Schools should keep a record of disqualification checks for all staff and volunteers who fall under the childcare regulations. Schools can choose to do this on the SCR. The date of the check should be recorded.		
10.	Is the date of the 'right to work in the UK' check recorded on the SCR for all those employed at the school?		
11.	Are documents that provide evidence of 'right to work' (identity documents) in the UK' retained on personnel files?		
12.	For UK nationals or foreign nationals who have been resident abroad or worked aboard overseas checks will be required. The date of the check should be recorded. This would include checks for those EEA teacher sanctions and restrictions described in paragraph 114 (of Keeping Children Safe in Education)		
13.	Are documents that provide evidence of 'overseas retained on personnel files?		
14.	Written confirmation from third party staff, contractors, commissioned services, externally provided student teachers and supply teachers and other agency staff that all appropriate DFE pre-employment checks have been completed including where required the disqualification check. Photo ID seen and confirmation of DBS certificate received. DBS number may be recorded. Independent schools and non-maintained special schools should also include the date on which any certificate was obtained for supply staff.		

3.7 Safer Recruitment Checklist

This checklist should be placed on someone's personnel file to demonstrate key recruitment practices have been followed.

Name:		
Post:		
Type of Contract:		
Start date		
Date left		
Name of person on interview panel who had safer recruitment training		
		Date added to personnel file
Offer of appointment letter subject to pre-employment checks		
Job description and person specification with reference to safeguarding responsibilities		
Reference 1 (from current employer) received		
Reference 2 received		
Any notes taken from follow up conversations with referees due to gaps or discrepancies in references		
Copies of identity documents		
Copy of qualifications		

Medical screening questionnaire and/or letter from health confirming fitness for work	
Teacher status check -prohibition order check (evidence of no sanctions and QTS status) including European Prohibitions (check on NCTL site)	
Checks for those EEA teacher sanctions and restrictions described in paragraph 114 (of Keeping Children Safe in Education) (check on NCTL site)	
A section 128 prohibition order or restrictions on a person from taking part in the management of an independent, studio, free school or academy. (check on NCTL site)	
Disqualification Check if required	
Evidence of right to work in the UK	
Evidence of additional overseas criminal checks if required	
Enhanced DBS Certificate can be retained on personnel file for no longer than 6 months	
Copies of conditional offer letter, contract, job description and person spec, particulars, confirmation letter.	
Information entered onto the Single Central Record	

3.8 Induction Checklist

Name:	
Post:	
	Date completed
Names of safeguarding team	
Role of Designated Safeguarding Lead	
Keeping Children Safe in Education Part 1 (DFE 2016)	
Child protection policy and procedures	
Managing allegations against staff procedures	
Whistle-blowing policy	
Safer Working Practices for adults/ Code of conduct	
Additional guidance re: CSE, FGM, forced marriage, missing children, gangs and extremism and radicalisation	
'What to do if you are worried a child is being abused 2015- Advice for practitioners DFE 2015'	
Policies for students: Anti bullying policy, behaviour	
Policies for supporting children: intimate care, positive handling, medical needs	
Health care plans for students	

Fire evacuation procedures	
Lock down guidance/procedures	

Signed _____

Date _____

3.9 Safer Recruitment Procedures

The school follows the guidance set out in part 3 of [Keeping Children Safe in Education](#).

- The school understands it is an offence to knowingly employ someone who is barred from working with children.
- Everyone employed by the school will be required to have Enhanced DBS and Children's Barred List Checks including third party staff engaged in regulated activity
- A new Barred List check must always be undertaken on all new employees.
- Prohibition order checks will be undertaken on all teachers
- The school will provide all potential applicants with information about its child protection policies, procedures and commitment to safeguarding (including the code of conduct for staff and the child protection policy)
- Job descriptions will make appropriate reference to safeguarding
- Applicants will be expected to sign at interview any application forms submitted electronically
- A curriculum vitae will not be accepted by the school
- The applicant will be expected to declare any cautions and convictions not exempt. (Amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account.)
- Any cautions or convictions declared by the candidate will not be used to short list the candidate but will be discussed with the candidate at interview
- Structured references will be sought on all shortlisted candidates
- The school will not accept 'open' references without confirming them with the referee.

- References will be sought from the current employer and those able to indicate someone's suitability to work with children
- The interview panel will always scrutinise references before the interview phase and will if necessary contact the referee to follow up any inconsistencies/gaps.
- The interview panel will prepare additional individualised questions for each candidate in order to explore issues arising from scrutiny of the references and application forms
- An offer of appointment to a successful candidate, including one who has lived or worked abroad, must be conditional upon satisfactory completion of pre-employment checks advised by the DfE including where required a disqualification check:

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary pre-employment checks. When appointing new staff, schools and colleges must:

- verify a candidate's identity. Identification checking guidelines can be found on the GOV.UK website;
- obtain (via the applicant) an enhanced DBS certificate(including barred list information, for those who will be engaging in regulated activity);
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;
- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then prospective employers, or volunteer managers, should follow advice on the GOV.UK website;
- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate and
- verify professional qualifications, as appropriate.
- Independent schools, including academies and free schools, check that a person taking up a management position as described at paragraph 99 is not subject to a section 128 direction made by the Secretary of State.
- For overseas teachers the NCTL website will be checked (EEA teacher sanctions and restrictions described in paragraph 114 (of Keeping Children Safe in Education)
- The school will always ask for sight of original certificates required to demonstrate professional qualifications.
- The school will not retain a copy of a DBS certificate for longer than six months

- Copies of other pre-employment documents will be retained on the member of staff's personnel file
- All Governors require Enhanced DBS checks.
- Governors engaged in regulated activity as unsupervised volunteers are required to have Enhanced DBS Certificates with a children's barred list check.
- Unsupervised volunteers are required to have Enhanced DBS Certificates with a children's barred list check. Consideration will be given to requiring supervised volunteers to undertake Enhanced DBS Certificates without a children's barred list check.
- All staff will receive an induction which will include safeguarding and health and safety. The member of staff will be provided with a copy key school policies including:
 - Child protection policy and procedures
 - Role of the Designated Safeguarding Lead
 - Code of conduct for adults (staff behaviour policy)
 - Managing allegations against staff procedures
 - Whistleblowing Policy
 - What to do if you are worried a child is being abused 2015- Advice for practitioners DFE 2015'
 - Keeping Children Safe in Education part 1
 - Additional guidance including neglect, FGM, forced marriage, extremism and radicalisation and gangs

3.10 Summary of managing allegations against staff and volunteers procedures

The school follows the guidance set out in part 4 of [Keeping Children Safe in Education](#).

- Any concerns about the behaviour of any adult working within the school towards a child should be brought to the attention of the Head Teacher, Designated Safeguarding Lead without delay. Concerns about the headteacher or nominated governor should be directed to the nominated governor (chair of governors).
- Consideration should be given to immediately protecting the child and the need to contact the police.
- The Local Authority Designated Officer is the linchpin in the process and should be contacted without delay to discuss allegations against staff
- Referrals to Careline (0151 233 3700) will be made when a member of staff or volunteer may have:
 - behaved in a way that has harmed a child, or may have harmed a child;
 - 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.
- The LADO will advise if the parents and member of staff can be informed of the allegation.
- The LADO will advise how to manage speculation, leaks and gossip and whether it would be prudent to contact the Local Authority Press Office, and any information which might be reasonably given to the community to reduce speculation. In line with Keeping Children Safe in Education, staff and the child's family will be advised about the

legislation on imposing restrictions which makes clear that the 'publication' of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited.

- The school will only begin a disciplinary investigation when advised by the LADO and police that these processes can begin.
- The school will contact its HR provider. (Where the allegation is so serious that if proven it would be grounds for dismissal the school should also contact the Local Authority HR Manager in the Schools' Employment Advisory Team.)
- At the point at which the member of staff is notified of the allegation they should be given information about the Managing Allegations Against Adults and Volunteers procedures and also a nominated member of staff to support them. They should be advised to seek Trade Union support and consideration should be given to their wellbeing and continued support.
- Suspension is always a neutral act and should not be an automatic response. The decision to suspend a member of staff is the employer's only. However, the school will need to draw upon the advice of the LADO and Police and, in keeping with the DfE guidance, record the reasons why suspension was chosen over other working arrangements.
- The case manager (Head Teacher or nominated governor) will record all actions, discussions and decisions taken in respect of the allegation.
- The school has a legal duty to refer to the DBS in line with Keeping Children Safe in Education. The school will not enter into compromise / settlement agreements if a member of staff faces an allegation against them and the agreement prevents sharing concerns about someone's suitability to work with children. The school would also still need to conclude its investigation and when required refer to the DBS.
- The school has a responsibility to refer to the Secretary of State (National College for Teaching and Leadership) any teacher because of serious misconduct in line with Keeping Children Safe in Education.
- The school will only include in references substantiated allegations.
- The school will retain only substantiated, false, unfounded and unsubstantiated allegations on personnel files.
- The record of the allegation will be retained until the member of staff's normal retirement age or for a period of ten years from the date of the allegation if that is longer.
- The school will consider what support the member of staff, child and family need throughout the process. In cases of malicious allegations the school will consider whether disciplinary action is appropriate against the child or a referral to the police or Children's Services is required.
- On conclusion of the case the member of the staff will be given a copy of the outcome of the investigation. Consideration should also be given to how practices or procedures should be reviewed to help prevent similar events in the future, including the decision to suspend and the length of suspension. Return to work arrangements will also need to be considered.

3.11 Model Child Protection Policy

Schools are urged to ensure their practice mirrors this policy and that they adapt and refine this policy for their setting.

The governing body minutes reflect that this policy was last reviewed by the governing body on:

This policy provides guidance to all adults working within the school whether paid or voluntary or directly employed by the school or by a third party.

1. Child Protection Statement:

‘Our school is committed to safeguarding children and promoting children’s welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.’

‘Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all

professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.’ (DFE 2016)

2. Definitions:

A child includes anyone under the age of 18.

Child protection: *‘Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.’*

Safeguarding Children: *‘Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.’*

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.’

Keeping Children Safe in Education (DfE 2016)

3. Policy Aims:

- To ensure responsibilities and procedures are fully understood and that everyone can recognise signs and indicators of abuse or neglect and respond to them appropriately
- To ensure that the school’s practice meets local and national guidance

4. Key Principles:

- The child’s needs and welfare are paramount. All children have a right to be protected from abuse and neglect and have their welfare safeguarded.
- Children should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the interests of the child in order to protect them.
- The school recognises that scrutiny, challenge and supervision are key to safeguarding children.
- The school is committed to working with other agencies to provide early help for children before they become at risk of harm or require a ‘child in need’ statutory assessment. ‘Early Help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years through to the teenage years.’ (DfE 2015)
- ‘All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.’ (DFE 2016)
- ‘All staff should be aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989^s that may follow a referral, along with the role they might be expected to play in such assessments.’ (DFE 2016)

- All staff have equal responsibility to report their concerns about a child or the behaviour of any adult **without delay** to the Designated Safeguarding Lead. Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, **any** staff member can refer their concerns to children's social care directly in emergencies or if they feel they need to do so. (Liverpool Careline 0151 233 3700)
- Everyone has responsibility to escalate their concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. 'Concerns about a child should always lead to help for a child at some point.'
- The school understands its responsibility to request a statutory assessment lead by a social worker for any child in need, as defined under the Children Act 1989, who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services.
- Keeping Children Safe in Education (DfE 2016) reminds us that all staff should maintain an attitude of "it could happen here" where safeguarding is concerned.
- The school will work in partnership with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child in order to safeguard them. 'Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.' Working Together to Safeguard Children (DfE 2015)
- The school will work with other agencies to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.
- The school will follow the Local Authority and Liverpool Children's Safeguarding Board's procedures and provide them with information as required. (www.liverpoolscb.org)
- Staff, children and families will need support following child protection processes being followed.
- Children have a right to learn ways to keep themselves safe from harm and exploitation.

5. Legislation and Guidance:

Schools and colleges must have regard for the DfE statutory guidance 'Keeping Children Safe in Education (DfE 2016). **This child protection policy should be read alongside this statutory guidance and all staff must read and understand at least part 1 of this guidance.**

Local authorities have a duty to make enquiries under [section 47](#) of the **Children Act 1989** if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. There may be a need for immediate protection whilst the assessment is carried out.

A 'child in need' is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. A social worker will lead and co-ordinate any assessment under [section 17](#) of the Children Act 1989.

Section 175 of the **Education Act 2002** places a duty on local authorities (in relation to their education functions, and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.)

Working Together to Safeguard Children (DfE 2015) provides additional guidance and clearly states:

‘Protecting children from harm and promoting their welfare depends upon a shared responsibility and effective joint working between different agencies’

In addition, Working Together also reinforces the need to take action to provide Early Help before child protection is required:

‘Providing early help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years through to the teenage years.’ DfE 2016

The school therefore understands its responsibility to engage with other professionals in Early Help Assessments when a child’s needs according to the Liverpool Children’s Safeguarding Board Responding to Need and Level of Needs framework sit below the requirement for a statutory assessment.

The Counter-Terrorism and Security Act 2015 places a duty upon local authorities and educational providers to ‘have due regard to the need to prevent people from being drawn into terrorism’. The DfE has provided statutory guidance for schools and child care providers: ‘**The Prevent Duty**’ (June 2015). The guidance summarises the requirements on schools and child care providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. Our school will ensure that staff are aware of the indicators of extremism and radicalisation and how to respond in keeping with Local and national guidance. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme. Equally children will be made aware of the risks and support available to them. We will ensure that children are safe from terrorist and extremist material when accessing the internet in schools. The Government has developed an ‘educate against hate’ website providing information and resources for schools and parents to support them to recognise and address extremism and radicalisation in young people.

‘**Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)** places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at- ‘Mandatory reporting of female genital mutilation procedural information’
Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college’s designated

safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.' DFE 2016

The school will also consult the government guidance **Multi-agency statutory guidance on female genital mutilation (revised 2016)**. In addition, the school recognises the important role schools has in safeguarding children from Forced Marriage. (The Forced Marriage Unit has published **Multi-agency guidelines**, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmfu@fco.gov.uk., DFE 2016)

Early years providers have a duty under section 40 of the **Childcare Act 2006** to comply with the welfare requirements of the **Statutory Framework for the Early Years Foundation Stage**.

The Teaching Standards (DfE 2013) also requires all teachers to 'uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, including:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others'

In addition, the **Sexual Offences Act 2003** makes it clear that all members of staff are in a position of trust and would therefore be committing a criminal offence to have a sexual relationship with a young person below the age of 18, even if that pupil is over the age of consent. In addition it would be a breach of trust to have a relationship with any school student over the age of 18.

The school will also take account of additional DFE guidance including:

Working Together to Safeguard Children (DFE, 2015)

What to do if you are worried a child is being abused 2015- Advice for practitioners DFE 2015

The Prevent Duty - Departmental advice for schools and childcare providers DFE 2015

How social media is used to encourage travel to Syria and Iraq (DFE Briefing note for schools)

Disqualification under the Childcare Act 2006

The Ofsted School Inspection Handbook and Inspecting safeguarding in early years, education and skills

Other DFE statutory guidance including: attendance and children who go missing from home or care which is found here <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

6. Communicating with parents and visitors:

The following statement is provided to parents so they are aware of the school's responsibilities:

'The school ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, to develop positive and healthy relationships, how to avoid situations where they might be at risk including by being exploited.'

The school also has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. Schools are not able to investigate child protection concerns but have a legal duty to refer them. In most instances the school will be able to inform the parents/carer of its need to make a referral. However, sometimes the school is advised by children's services or police that the parent/carer cannot be informed whilst they investigate the matter. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the interests of the child.

The school will always seek to work in partnership with parents and other agencies to ensure the best possible outcomes for the child and family'

The following notice is made available to all visitors in reception. In addition all visitors are provided with additional safeguarding guidance.

'Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. We would expect you to also report to the headteacher or Designated Safeguarding Lead any behaviours of any adults working in the school that may concern you. By signing our visitors book you are agreeing to follow the school's safeguarding advice to visitors and where appropriate the code of conduct for staff and volunteers.'

The names and photographs of the Designated Safeguarding Lead and those who deputise for them are displayed in reception and the staffroom.

Safeguarding Framework:

In addition to this child protection policy the school has procedures or policies in relation to other areas for safeguarding children including as examples:

- attendance
- administering medicines
- anti-bullying including cyber bullying

- alternative and off-site provision
- behaviour for learning
- code of conduct for staff, governors and volunteers (guidance on safer working practices)
- Children in Care (Looked After Children)
- Clubs, trips, educational visits and extended school activities
- data protection
- drug and substance misuse
- disability objectives and access plan
- equal opportunities
- emergency planning
- fire drills
- first aid
- intimate care
- internet (e-safety)
- risk assessments
- safe recruitment practices
- managing allegations against staff
- school and site security
- safeguarding advice for visitors
- special educational needs and disabilities
- taking and using photographs
- whistle-blowing

7. Roles and responsibilities:

The Head Teacher is:

The Chair of Governors is:

The Designated Safeguarding Lead for Child Protection is:

Those trained to provide cover for the role of Designated Safeguarding Lead are:

The nominated Safeguarding / Child Protection Governor is:

The nominated governor for dealing with allegations against the Head Teacher is:

The Governing body should ensure that:

- The school meets the statutory responsibilities set out in Keeping Children Safe in Education (DfE 2016) and Working Together to Safeguard Children (DfE 2015).
- The school has a strategy for providing early help together with other agencies and supporting children and families by carrying out early help assessments, drawing upon the LSCB's 'Responding to Needs Framework.'
- The Child Protection Policy is reviewed annually and available to parents, normally via the school's website.
- All adults working within the school are aware of the school's code of conduct and this guidance is in keeping with the Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium, 2016)
- The school's practice is reviewed in line with Local Authority guidance, Liverpool Children's Safeguarding Board priorities and any actions identified in the Local Authority 175 Audit are completed.
- There is a named Designated Safeguarding Lead who is a member of the school leadership team. There are colleagues trained to provide cover for the role.
- The school has procedures in keeping with the LSCB for dealing with any allegations made against any adult working within the school.
- There is a nominated governor, usually the chair, who is the case manager for managing any allegations against the Head Teacher.
- There is an additional nominated governor to liaise with the Designated Safeguarding Lead and champion child protection/safeguarding on behalf of the safeguarding body.
- The school follows safer recruitment procedures, including the statutory pre-employment checks on all staff working with young people. The Chair of Governors and safeguarding governor together with the headteacher review the school's single central record.
- The school itself is a safe environment where the views of children and families are listened to and where children are taught about safeguarding and how to keep themselves safe, including on the internet or when using new technology. Any complaints about services lead to improvements in practice.
- The school will ensure there are appropriate filters and monitoring systems in place in respect of internet use.
- It scrutinises the impact of the school's training strategy so that all staff, including temporary staff and volunteers, are aware of the school's child protection procedures. All staff must have child protection training which is regularly updated.
- There is effective analysis of safeguarding data including bullying, attendance, exclusions, behaviour logs, pupils taken off roll, views and the progress and participation of vulnerable students.
- All safeguarding practices are quality assured by the leadership team, including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team.

- The Governing body will appoint an appropriately trained designated teacher to promote the educational achievement of children who are looked after.

Governing bodies are accountable for ensuring the school has effective policies and procedures in place in line with local and national guidance, and for monitoring the school's compliance with them. Neither the Governing Body nor individual governors have a role in dealing with individual child protection cases or the right to know the detail of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff or investigating a complaint brought to their attention).

The Head Teacher will ensure that:

- The Single Central Record is maintained and up-to-date and the safer recruitment practices set out in Keeping Children Safe 2016 are followed, including pre-employment checks. At least one member of every recruitment panel has attended safer recruitment training.
- Job descriptions and person specifications for all roles make specific reference to child protection and safeguarding.
- There is a listening culture within the school where both staff and children are able to raise concerns about poor or unsafe practices.
- Referrals are made to the Disclosure and Barring Service and / or the National College of School Leadership as appropriate.
- They liaise with the Local Authority Designated Officer where an allegation is made against a member of staff.
- The Designated Safeguarding Lead has a job description in keeping with the requirements of Keeping Children Safe in Education 2016 and that sufficient time, training and support are allocated to this role, including the appointment of colleagues able to deputise for the Designated Safeguarding Lead who have undertaken the same training.
- The curriculum provides opportunities to help students stay safe especially when on-line. Children should be aware of the support available to them.
- They quality assure the school's child protection practices including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team to ensure that actions and decisions are reviewed appropriately.

Designated Safeguarding Lead

Keeping Children Safe in Education DfE 2016 sets out the broad areas of responsibility for the Designated Safeguarding Lead:

'Manage referrals

The designated safeguarding lead is expected to:

- *Refer cases of suspected abuse to the local authority children's social care as required;*
- *Support staff who make referrals to local authority children's social care;*
- *Refer cases to the Channel programme where there is a radicalisation concern as required;*
- *Support staff who make referrals to the Channel programme;*
- *Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and*
- *Refer cases where a crime may have been committed to the Police as required.*

Work with others

- *Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;*
- *As required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and*
- *Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.*

Undertake training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

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

- *Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;*
- *Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;*

- *Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff;*
- *Are alert to the specific needs of children in need, those with special educational needs and young carers;⁸⁰*
- *Are able to keep detailed, accurate, secure written records of concerns and referrals;*
- *Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;*
- *Obtain access to resources and attend any relevant or refresher training courses; and*
- *Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.*

Raise Awareness

- *The designated safeguarding lead should ensure the school or college's child protection policies are known, understood and used appropriately;*
- *Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;*
- *Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and*
- *Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.*

Child protection file

- *Where children leave the school or college 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.*

Availability

- *During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.'*

According to Local Guidance it is expected that the Head Teacher will be the case manager for any allegations against staff and make referrals to the Disclosure and Barring Service or National College of School Leadership.

In addition to the role outlined in Keeping Children Safe the Designated Safeguarding Lead is also expected to ensure that:

- Children's Services is notified if a child subject to a Child Protection Plan is absent for more than two days without explanation and the social worker is informed when a child subject to a Child Protection Plan or a Child in Need Plan moves to a new setting.
- A training log is kept of all child protection training include the names of those attending. All staff must have regular training.
- Child protection records are kept securely and separately from the child's normal file
- The school attends and contributes to Child Protection Case Conferences and Child in Need Meetings, ensuring actions are completed in a timely manner.
- The school escalates its concerns with other agencies when a child's needs are not being met.
- All staff read and understand part 1 of the DfE (2016) guidance Keeping Children Safe in Education and have available to them other key documents and guidance.

All staff and volunteers should:

- Contribute to ensuring students learn in a safe environment.
- Read and understand as a minimum part 1 of the DFE (2016) guidance Keeping Children Safe in Education and engage in training which enables them to identify children who may need additional help or who are suffering or likely to suffer significant harm and take appropriate action. Staff should have an understanding of the specific safeguarding issues outlined in part 1 of the DFE (2016) guidance Keeping Children Safe e.g. fabricated or induced illnesses, faith abuse. Be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.
- Report any concerns about a child's welfare without delay to the Designated Safeguarding Lead or any of the safeguarding team. Report any concerns without delay about the behaviour of an adult towards a child to the Head Teacher, Designated Safeguarding Lead, Chair of Governors or Local Authority Designated Officer for Allegations against Staff (0151 233 3700). Understand their responsibility to escalate their concerns and 'press for reconsideration' if a child remains at risk or their needs are not met. This includes the understanding that any member of staff can make a referral to Children's Services if required to. (Liverpool Careline 0151 233 3700). Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.
- Follow the school's policies including this child protection policy and the school's code of conduct for adults and the Guidance for Safer Working Practices for Adults Working with Children (2015)
- Understand their responsibility to escalate their concerns and 'press for reconsideration' if a child remains at risk or their needs are not met. This includes the

understanding that any member of staff can make a referral to Children's Services if required to. (Liverpool Careline 0151 233 3700).

- Be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should recognise that children are capable of abusing their peers. Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing particularly towards girls. Behaviours by children should never be passed off as 'banter' or 'part of growing up'. The DFE states '*peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.*' Concerns should be referred to senior staff who may need to consult with the Designated Safeguarding Lead. Victims of peer on peer harm should be supported by the school's pastoral system and referred to specialist agencies including, as examples, 'CAMHs', 'Brook' and 'Barnardos'. A risk assessment may need to be in place. The school curriculum will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including 'sexting' or 'initiation/hazing' behaviours.
- Understand that some children, including those with Special Educational Needs or Looked After, may be more vulnerable to abuse. 'Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This can include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
 - communication barriers and difficulties in overcoming these barriers.' (DFE 2016)

The DFE has provided additional practice guidance 'Safeguarding Disabled Children' DFE 2009.

- Have access to the school's managing allegations against adults procedures and whistle blowing policy.
- (The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.)
- Have access to 'What to do if you are worried a child is being abused 2015- Advice for practitioners DFE 2015'

8. Procedures for reporting Child Protection or Child Welfare Concerns:

1. All concerns should be reported without delay directly to the Designated Safeguarding Lead, Designated Safeguarding Deputies, Head Teacher or any member of the School Leadership Team. This should be followed by a written account of the concerns completed on the school's Child Protection/Child Welfare Incident Form.

2. Consideration will need to be given to immediately protecting the child and contacting the police or other emergency services.
3. The Designated Safeguarding Lead will follow the LSCB and Local Authority Procedures by making a referral to Children's Services (Keeping Safe in Education reminds us that any adult can refer their concerns to Children's Services directly). This should be followed up with a written referral to Children's Services.
4. Concerns about a child should always lead to help for a child. The school may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed.

School Improvement Liverpool School's Safeguarding Handbook and Part 1 of Keeping Children Safe in Education (DFE 2016) provides key flowcharts and guidance to support staff and volunteers understanding and decision making. **This will support staff to make a referral themselves should that become necessary.**

Any staff member who has a concern about a child's welfare should follow the referral processes set out in paragraphs 21-27 of Keeping Children Safe in Education (DFE, 2016). Staff may be required to support social workers and other agencies following any referral.

If a teacher in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police. Keeping Children Safe in Education provides additional guidance.

9. Additional Child Protection Guidance provided to all adults working with young people which will include:

- Part 1 of Keeping Children Safe in Education (DfE 2016)
- The School's Code of Conduct for staff and volunteers
- Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium 2015)
- A flowchart summarising the child protection procedures
- Definitions of abuse or neglect and possible indicators
- Identified groups of children more vulnerable to abuse
- Specific guidance related to Female Genital Mutilation, Forced Marriage, Child Sexual Exploitation, Extremism and Radicalisation, Neglect and online-safety
- Dealing with allegations against staff and volunteers procedures
- Whistleblowing procedures
- 'What to do if you are worried a child is being abused 2015- Advice for practitioners DFE 2015'

10. On-line safety, data protection and the use of digital photographic equipment

The school's on-line/E-safety/ Acceptable User policy clearly outlines the way in which the school uses technology and the measures in place to ensure safe and responsible use by all. There is a clear code of conduct for staff and volunteers for using new technologies, mobile phones and personal photographic equipment around children. The school will consider, in particular, Looked After Children (Children in Care) who might be put at risk by being included in publicity materials or school photographs.

The DFE highlights the risks of new technologies:

'The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm'

Staff should bring immediately to the attention of the Designated Safeguarding Lead and senior leadership team any behaviours by adults or children themselves that may be risky or harmful.

11. Monitoring attendance

A child missing from an education setting is a potential indicator of abuse or neglect including exploitation. Local Authority guidance and procedures will be followed for dealing with a child who is missing from education, particularly on repeated occasions. Unauthorised attendance will be closely monitored. The attendance children with known welfare and attendance concerns will be monitored closely, particularly those with chronic poor attendance or persistent absentees. Schools should also scrutinise the attendance of off-site provision to ensure children are attending and are safe. Similarly the attendance of children who are vulnerable or with known welfare and safeguarding concerns such as children who have a Child Protection Plan, a Child In Need, are Children Looked After and/or SEN will be monitored on a daily and weekly basis. Social care will be informed immediately when there are unexplained absences or attendance concerns. It is important that the school's attendance team, including the EWO, school nurse and Safer Schools Officer, are aware of any safeguarding concerns. It is critical that when a child is not attending school their welfare is confirmed and best practice would be for an appropriate professional to visit the home and speak to the child away from their parents/carers, particularly if there are any safeguarding concerns. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

12. Complaints

Complaints about safeguarding should follow the school's complaints policy.

The school and Local Authority also have whistle blowing procedures.

The Local Authority Officer for dealing with allegations against staff and volunteers can be contacted through Careline on 0151 233 3700.

