



# Carleton House Preparatory School

## **SAFEGUARDING POLICY**

Written by Mrs Sandy Coleman

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**To be reviewed**

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# CARLETON HOUSE PREPARATORY SCHOOL SAFEGUARDING POLICY AND PROCEDURES

## MISSION STATEMENT

*"We live, love and learn with Jesus"*

***This policy should be read alongside Part 1 and Annex B of Keeping Children Safe in Education 2021.***

School Safeguarding Personnel			
Role	Name	Position	Contact Details
The Designated Safeguarding Lead	Mrs Sandy Coleman	Head Teacher	sandy.coleman@carletonhouse.co.uk
Deputy Designated Safeguarding Lead	Mr Craig Griffies	Assistant Head Teacher	craig.griffies@carletonhouse.co.uk
The Designated Safeguarding Leads for EYFS	Mrs Sandy Coleman	Head Teacher	sandy.coleman@carletonhouse.co.uk
Designated Safeguarding Lead for After School Club	Mrs Sandy Coleman	Head Teacher	sandy.coleman@carletonhouse.co.uk
Designated Safeguarding Governor	Mrs Elaine Czarnecki	Governor	elaine.czarnecki@carletonhouse.co.uk
Chair of Governors	Mr Gareth Beck	Chair of Governors	gareth.beck@carletonhouse.co.uk

Important Safeguarding Contact Details		
Local Authority Designated Officer (LADO)	Ray Said Pauline Trubshaw	0151 233 0840 lado@liverpool.gov.uk
Children's Services	0151 2333700	
Liverpool Safeguarding Children Partnership	0151 233 0493	
Prevent Duty	Clive Finch	0151 233 7015
counter-extremism@education.gsi.gov.uk		
Police	<i>Non emergency 101</i>	<i>Emergency 999</i>
The DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors	counter-extremism@education.gsi.gov.uk	020 7340 7264
Female Genital Mutilation	Careline	0151 233 3700
Merseyside Police	0151 777 4582	
Children Missing Education LA Lead	<a href="mailto:joanne.mckenna@liverpool.gcsx.gov.uk">joanne.mckenna@liverpool.gcsx.gov.uk</a>	

## 1. Introduction

Carleton House Preparatory School and its governing body recognises its duty towards safeguarding and promoting the welfare of children as set out in Section 175/157 of the Education Act 2002 and Education (Independent School Standards) Regulations 2014.

Our school will prevent and respond to abuse and neglect by ensuring that the ethos and atmosphere of the school is conducive to a safe environment. Pupils and parents/carers will feel supported and able to report safeguarding

concerns to any member of staff. Staff will feel they are supported by colleagues and the senior management team, including the governing body, and are able to report and seek advice and guidance on any safeguarding concerns, including those regarding colleagues or themselves. We will protect children at risk of abuse or neglect by having procedures in place that reflect current legislation, guidance and best practice.

As part of our safeguarding ethos, we encourage children to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We will ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps will be taken to offer a balanced presentation of opposing views to pupils. We will ensure that reasonable steps are taken to ensure visitors to the school do not share messages with the school community which are contrary to our school ethos and beliefs.

Safeguarding is everybody's responsibility and, as such, this policy applies to all staff and volunteers working in the school. An allegation, disclosure or suspicion of abuse, or an expression of concern about abuse, could be made to any member of staff, not just those with a teaching or welfare-related role. Similarly, any member of staff may observe or suspect an incident of abuse.

## 2. Child Protection Statement

*'Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.'* (DFE 2021)

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.

## 3. Policy Aims

- To ensure school takes appropriate action, in a timely manner, to safeguard and promote the welfare of all children
- 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 and all statutory requirements are in place.

## 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.
- Keeping Children Safe in Education (DfE 2021) reminds us that all staff should maintain an attitude of "*it could happen here*" where safeguarding is concerned.
- 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 2021)

- 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.
- *'All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.'* (DFE 2021)
- All staff have responsibility to report their concerns about a child **without delay** to the Designated Safeguarding Lead, or in their absence the deputy designated safeguarding lead(s) or other senior member of staff. This should be done both verbally and in writing, using the agreed format. Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, **anyone** can refer their concerns to children's social care directly in emergencies or if they feel they need to do so.
- 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 and the child's situation should improve.
- 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 2018)
- 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 the Local Safeguarding Children Partnership procedures and provide them with information as required.
- 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

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2021\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation and guidance:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children
- [The Prevent Duty 2015](#)

Schools and colleges must have regard for the DfE statutory guidance '[Keeping Children Safe in Education](#) (DfE 2021). **This safeguarding policy should be read alongside this statutory guidance and all staff must read and understand at least part 1 and Annex 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 by virtue of regulations made under [section 157](#) of the same Act.

[Working Together to Safeguard Children](#) (DfE 2018) provides additional guidance which makes it clear that protecting children from harm and promoting their welfare depends upon a shared responsibility and effective joint working between different agencies:

*Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.*

In addition, Working Together to Safeguard Children also reinforces the need to take action to provide early help before statutory services are 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 2018

The school therefore understands its responsibility to engage with other professionals in Early Help Assessments when a child's needs according to the Local Safeguarding Children Partnership's 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 of 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 know 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 via Children's Services 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. Given Liverpool is a priority area, schools can seek additional advice from the Local Authority's Prevent Coordinator or Local Authority's Prevent Education Officer (details in School Improvement Liverpool's Safeguarding Handbook).

'**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:

[www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information](http://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information)  
[Statutory guidance on FGM](#) sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.

*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 2021*

The school will also consult the government guidance [Multi-agency statutory guidance on female genital mutilation](#) (revised 2016) and will have reference to guidance provided by the National FGM Centre [FGM Schools Guidance - National FGM Centre](#).

In addition, the school recognises the important role schools have 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: [fmufco.gov.uk](mailto:fmufco.gov.uk).)

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](#) which applies to the EYFS and After School Club

The [Teachers' 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 and this policy also takes account of additional DFE guidance including:**

- [CSE Definition and guidance for practitioners](#) DFE 2017
- [Criminal Exploitation of children and vulnerable adults: County Lines Guidance](#) DFE 2017
- [Disqualification under the Childcare Act](#) DFE 2006
- [Information sharing: Advice for practitioners providing safeguarding services](#) HMG 2018
- [Sexual violence and sexual harassment between children in schools and colleges](#) DFE 2021
- [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 2015 (Briefing note for schools)
- Ofsted guidance: [Inspecting safeguarding in early years, education and skills](#)
- [What to do if you are worried a child is being abused: Advice for practitioners](#) DFE 2015
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) DDCMS / UKCIS 2020
- 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>



Additional DFE/Gov guidance can be found here:

<https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

We comply with this guidance and the procedures set out by our local safeguarding children board, Liverpool Safeguarding Children Partnership (LSCP). This policy and its associated procedures address the Independent Schools' Standards Requirements (ISSRs) Part 3 – Welfare, health and safety of pupils, and are in accordance with locally agreed inter-agency procedures

## 6. Definitions

### **Child:**

A child includes everyone under the age of 18. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change their status or entitlements to services or protection.

### **Child Protection:**

Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

*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 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 mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.'* (DfE 2021)

### **Abuse:**

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Neglect, physical abuse, sexual abuse or emotional abuse can be inflicted or knowingly not prevented, usually by adults towards children. In the majority of cases the adult is somebody known and trusted by the child, for example, a relative or close friend of the family. Some individuals seek to use voluntary and community organisations to gain access to children. It is necessary to have an open mind when the possibility arises that a member of the school is suspected of abuse or inappropriate activity. The school recognise the vulnerability of pupils with SEND where abuse is suspected and seeks to support them accordingly. We recognise that abuse can take place wholly on line or that technology may be used to facilitate offline abuse.

### **Categories of Abuse**

All staff and volunteers should be aware that the main categories of abuse are:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse
- Child Sexual Exploitation
- Honour Based Violence, Forced Marriage and Female Genital Mutilation



- Radicalisation
- Peer on Peer Abuse

### **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)
- ensure access to appropriate medical care or treatment

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

Signs of Neglect may include but are not limited to:

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating junk food

### **Physical abuse**

This can include physical harm caused by hitting, shaking, burning, biting, suffocating or drowning, poisoning or giving a child alcohol or drugs without care and consideration for the child's health. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. It can also include not acting to prevent injuries, by intentionally putting the child at risk or by not paying reasonable attention.

Signs of physical abuse may be, but not limited to:

- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- injuries not consistent with the explanation given for them
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- The child gives inconsistent accounts for the cause of injuries
- Frozen watchfulness of the child's care and safety.

### **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 Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Signs of sexual abuse may be, but are not limited to:

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing

- Repeated urinary infections or unexplained stomach pains
- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders such as anorexia or bulimia.

### **Emotional abuse**

The *persistent* emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (bullying can be verbal, electronic, written and/or physical. See anti-bullying policy), 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, though it may occur alone

Signs of emotional abuse may be, but not limited to:

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying

**Child Sexual Exploitation** - children can be exploited for money, power or status. This may involve humiliating assaults or the exchange of sexual activity for money, gifts, affection. It does not always involve physical contact and can happen online.

Signs of Child Sexual Exploitation may include but are not limited to:

- going missing for periods of time or regularly returning home late
- skipping school or being disruptive in class
- appearing with unexplained gifts or possessions that can't be accounted for
- experiencing health problems that may indicate a sexually transmitted infection
- having mood swings and changes in temperament
- using drugs and/or alcohol
- displaying inappropriate sexualised behaviour, such as over-familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ("sexting")
- they may also show signs of unexplained physical harm, such as bruising and cigarette burns

### **Honour based violence/Forced Marriage and Female Genital Mutilation**

Whenever a teacher or member of staff suspects this to have been carried out it is mandatory for them to report such to the police and DSL immediately who will involve children's social care.

Signs of HBV and FGM may include but are not limited to:

- A family arranging a long break abroad during the summer holidays.
- Unexpected, repeated or prolonged absence from school.
- Academic work suffering.

- Pupil expressing intimate personal pain or discomfort

### **Peer on Peer Abuse**

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Further information regarding the signs and indicators of abuse are set out in the DfE guidance Keeping Children Safe in Education (DfE 2021) and can be found within the School Improvement Liverpool Schools Safeguarding Handbook. This includes amongst others, the definitions and indicators of Child Sexual Exploitation, Child Criminal Exploitation (including County Lines), Serious Violence, Female Genital Mutilation, Forced Marriage, Honour Based Abuse, Peer on Peer abuse, Sexual Violence and Sexual Harassment (including sexting), Vulnerabilities to Extremism and Children Missing Education.

### **Preventing pupils from being targeted to participate in radicalism or terrorism**

The school will, in response to section 26 of the Counter-Terrorism and Security Act 2015, have due regard to the need to prevent pupils and staff from being drawn into terrorism. This is known, in brief, as the Prevent Duty. The school takes the following actions;

At the beginning of every term the Safeguarding team assess the influences and risks to which pupils may be exposed within the school, the locality, the social media, the internet and their homes. The results of the risk assessment will be recorded by the DSL and acted upon.

If any risks or influences are discovered the above team formulate strategies to eliminate them and inform all staff of such strategies and dangers immediately. Staff receive training in how to identify signs of radicalism in pupils through observing changes in behaviour etc. Staff are advised on actions to take should they identify such (reporting to DSL immediately).

The DSL/ Headteacher and senior leaders ensure the school SMSC policy and programme incorporates specific sections that assist the pupils to understand the dangers of extremist arguments. The DSL/Headteacher and senior leaders ensure the school IT and 'e' safety policies have safety procedures in place to block any possible route for pupils to be targeted online or through the internet where they may be susceptible to terrorist or extremist material. The school also ensures that suitable filters are in place to safeguard pupils against potentially harmful and inappropriate material online.

The DSL/Headteacher ensures parents are aware of online safety and support them keeping their children safe online and from radicalisation. If the DSL suspects a pupil is being radicalised they may discuss the matter with parents if deemed safe to do so. If the DSL considers the child to be at risk of significant harm they may contact the named person for Prevent (Clive Finch) immediately without informing the parents, and then act accordingly.

Signs of Radicalisation may include but are not limited to:

- Being increasingly secretive with online activities
- Expressing feelings of an 'us and them' mentality

- Becoming argumentative and domineering in their viewpoints
- Ignoring views that contradict their own
- Losing interest in activities and friends they used to enjoy spending time with
- Downloading extremist content and seeking those that have extremist views
- Making travelling plans

(See Preventing Radicalism Policy)

## 7. Pupils with special educational needs and disabilities

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges.

Additional barriers can exist when recognising abuse and neglect in this group, including:

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

## 8. Communicating with parents and visitors

The school is committed to the principles of Working Together to Safeguard Children which states that a '*child centred approach is fundamental to safeguarding and promoting the welfare of every child. A child centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families.*'

The following statement is provided to parents/carers 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 identify risky, unsafe or problematic situations, how and when to seek help, how to develop positive and healthy relationships and 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/carers of its need to make a referral. However, sometimes the school can in certain circumstances share information without the consent of the family and may be advised by children's services or police that the parent/carer cannot be informed whilst they investigate the matter or make enquires. 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'*

*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 in to our school you are agreeing to follow the school's safeguarding advice to visitors and where appropriate the code of conduct for staff and volunteers*

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

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

## 9. Roles and responsibilities

The Head Teacher is: Mrs Sandy Coleman

The Chair of Governors is: Mr Gareth Beck

The Designated Safeguarding Lead for Child Protection is: Mrs Sandy Coleman

The Deputy Designated Safeguarding Leads are: Mr Craig Griffies

The nominated Link Safeguarding Governor is: Mrs Elaine Czarnecki

The nominated governor for dealing with allegations against the Head Teacher is: Mr Gareth Beck. He can be contacted via email on: [gareth.beck@carletonhouse.co.uk](mailto:gareth.beck@carletonhouse.co.uk).

### All staff (and volunteers) should:

- Contribute to ensuring students learn in a safe environment.
- Maintain the belief that *'it could happen here'*.
- Read and understand as a minimum Part 1 and Annex B of the DFE (2021) 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 and Annex B of the DFE (2021) guidance Keeping Children Safe e.g. fabricated or induced illnesses, faith abuse. Staff should be aware that behaviours linked to drug taking, alcohol abuse, truancy and sexting can put children in danger. Staff should be alert to the signs of peer on peer abuse and take appropriate action.
- Recognise that any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
  - is disabled and has specific additional needs
  - has special educational needs (whether or not they have a statutory education, health and care plan)
  - is a young carer
  - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
  - is frequently missing/goes missing from care or from home
  - is misusing drugs or alcohol themselves
  - Is at risk of modern slavery, trafficking or exploitation
  - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health problems and domestic abuse
  - has returned home to their family from care
  - is showing early signs of abuse and/or neglect
  - is at risk of being radicalised or exploited
  - is a privately fostered child
- Be aware that safeguarding incidents and/or behaviours can be associated with factors outside of the school of college and/or can occur between children outside of these environments. All staff should consider whether children are at risk of abuse or exploitation in situations outside of their family home. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- Be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day to day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

- Understand that where children have suffered abuse or neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. All staff should be aware of how these experiences can impact on a child's mental health, behaviour and education.
- Understand that all staff play an important part in working to prevent sexual harassment, online sexual abuse and sexual violence between children. Staff will assume that these behaviours are happening in our school and will work as part of a whole school approach to address such issues, including via the curriculum. Staff will understand how to handle reports of sexual violence or harassment.
- Staff must ensure that they appropriately challenge any form of derogatory and sexualised language or behaviour to ensure that everyone is respectful at all times.

*All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.*

- Report any concerns about a child's welfare without delay to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead or in their absence a senior member of staff.
- Ensure that they record their concerns using the school's agreed reporting procedure (appendix 1) in a contemporaneous fashion. Records will note the difference between fact and opinion. The child's voice will be made clearly evident.
- Ensure that concerns relating to children remain confidential and are only shared with the appropriate safeguarding staff.
- Understand that any member of staff can make a referral to children's services should that be required, informing the Designated Safeguarding Lead of any action taken.
- Report any concerns (including those which might be considered to be low level concerns) without delay about the behaviour of an adult towards a child to the Head Teacher, Designated Safeguarding Lead, Chair of Governors or if required the Local Authority Designated Officer for Allegations against Staff.
- Understand their responsibility to escalate their concerns and 'press for reconsideration' if a child remains at risk or their needs are not met or if it appears that the school is not taking effective action in line with expected procedures. This includes the understanding that any member of staff can make a referral to Children's Services if required to do.
- Teachers and those providing teaching **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](#) (2019)
- Understand the circumstances where it may be necessary to 'self-report' incidents where they could have found themselves in a situation which could be misinterpreted, or may appear compromising to others, or if they have behaved in a manner which, on reflection, they consider to fall below the standards set out within the code of conduct for staff.
- Be aware safeguarding issues can manifest themselves via peer on peer abuse.
- Understand that it may be appropriate to discuss with the Head teacher matters outside of work, which may have implications for the safeguarding of children in the workplace. This includes information about themselves. Staff will ensure that they are aware of the circumstances where this would be applicable.
- Be aware that behaviour by themselves, those with whom they have a relationship or association, or others in their personal lives (in or out of school or online), may impact on their work with children.
- Be aware that if their role is within the scope of the Childcare Act 2006 and they commit a relevant offence that would appear on their DBS certificate or they become disqualified under the Childcare Act 2006, then they must inform their head teacher.
- Be aware that they should inform their head teacher of any cautions, convictions or relevant order accrued during their employment, and/or if they are charged with a criminal offence.
- Understand that some children, including those with Special Educational Needs or Looked After, may be more vulnerable to abuse.



*'Children with special educational needs and disabilities (SEND) or certain health conditions 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;*
- *these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;*
- *the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and*
- *communication barriers and difficulties in overcoming these barriers.'* (DFE 2021)

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. In addition, 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](mailto: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
- Understand that any indication of failure to follow any of the procedures set out within this policy will lead to a formal investigation by the school.

### **The Governing Body should ensure that:**

- The school meets the statutory responsibilities set out in Keeping Children Safe in Education (DFE 2021) and Working Together to Safeguard Children (DFE 2018).
- 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 Local Safeguarding Children Partnership (LSCP) 'Responding to Needs Framework.'
- The child protection policy is reviewed at least annually by the full governing body 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 2019)
- The school's practice is reviewed in line with Local Authority guidance, Local Safeguarding Children Partnership (LSCP) priorities and procedures 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. Governors will ensure that this person has the appropriate status and authority within the school to carry out the duties of the post. They will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children. There are colleagues trained to provide cover for the role.
- The school has procedures in keeping with the LSCP 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 safeguarding governor to liaise with the Designated Safeguarding Lead and champion safeguarding on behalf of the safeguarding body. Our Safeguarding governor is Elaine Czarnecki.
- 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.
- Ensure the school audits the health and safety of the school environment and any actions arising from the audit are addressed.
- The school will ensure there are appropriate filters and monitoring systems in place in respect of internet use and encourage safe and responsible use of new technologies.



- 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 and forms part of an integrated, aligned training programme which is considered as part of the whole school safeguarding approach and wider staff training and curriculum planning. The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads undertake training in keeping with statutory training.
- The governors are given guidance to support them to ensure the school meets its statutory safeguarding requirements.
- There is effective analysis of safeguarding data including bullying, attendance, exclusions, behaviour logs, pupils taken off roll, the views and 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, or have been previously looked after.
- There are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- There are clear systems and processes in place to identify and respond to issues of sexual violence or harassment between children, including a sequenced curriculum designed to specifically address sexual harassment, online abuse, sexual violence and issues of consent in an age and stage appropriate way.

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 up to date and the safer recruitment practices set out in Keeping Children Safe in Education (DFE 2021) are followed in line with the school's Safer Recruitment Policy and Procedures. 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 Teaching Regulation Agency as appropriate.
- They liaise with the Local Authority Designated Officer where an allegation is made against a member of staff.
- They liaise with the designated safeguarding lead in respect of any concerns raised about staff or volunteers which do not meet the harm threshold and are dealt with by means of the low level concerns policy or procedure.
- The Designated Safeguarding Lead has a job description in keeping with the requirements of Keeping Children Safe in Education (DFE, 2021) 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 and who also have the role explicitly referenced within their job description.
- The curriculum provides opportunities to help students stay safe especially when on-line. Children should be aware of the support available to them.
- The RSHE / PSHE / safeguarding curriculum is appropriately sequenced to ensure children are taught about key issues in a planned and age/stage appropriate way, building on previously knowledge as they move through the school.
- 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 and that staff's emotional needs are met.

- The school meets its responsibilities under the Prevent Duty including ensuring there are reasonable checks are made on visiting speakers and monitoring and filtering is in place across the school's IT systems. All staff have had opportunity for Prevent training either through face to face training or access to online resources:  
<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

### **The Designated Safeguarding Lead:**

The Designated Safeguarding Lead will be a senior member of staff from the school's leadership team and the role will be explicit within their job description. The school will also appoint a deputy designated lead(s) who will be trained to the same level as the designated safeguarding lead and the role will also be explicit within their job description, however the lead responsibility remains with the designated safeguarding lead.

Keeping Children Safe in Education 2021 sets out the broad areas of responsibility for the Designated Safeguarding Lead. These are detailed below.

### **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. The NPCC document [When to call the police](#) can support with this.

### **Online Safety**

The DSL has overall responsibility for online safety in school.

### **Work with others**

The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners;
- The DDSL should liaise with the headteacher 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 in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; so that children's needs are considered holistically;
- liaise with the school's senior mental health lead and where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
  - ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,

- support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes; and
- act as a source of support, advice and expertise for all 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. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

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

### **Raise Awareness**

The designated safeguarding lead should:

- ensure the school's or college's child protection policies are known, understood and used appropriately;
- 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;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced,

with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children

### **Providing support to staff**

Training will support the designated safeguarding lead in developing expertise so that they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

### **Understanding the views of children**

Understand the views of children is essential to respond appropriately to their needs. It is important that children feel heard and understood. The designated safeguarding lead will be supported in developing knowledge and skills to:

- encourage a culture of listening and taking account of children's wishes and feelings, among all staff, and in any measures the school may put in place to protect them; and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusting relationships which facilitate communication.

### **Holding and sharing information**

The designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

### **Child protection file**

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information is kept confidential and stored securely. Records include a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; and a note of any action taken, decisions reached and the outcome. Files are only accessed by those who need to see it and any sharing of information happens in line with information sharing advice set out in Keeping Children Safe in Education.

Where children leave the school (included for in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard the child and help the child thrive in the new setting. A lack of information about a child's circumstances can impact on the child's safety, welfare and educational outcomes. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

## **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 media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities. 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 Teaching Regulation Agency.

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

- The social worker is notified if a child subject to a child protection plan is absent without explanation.
- 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 and updates.
- Child protection records are kept securely and separately from the child’s normal file. Records will be transferred and/or retained in keeping with the Local Authority’s and NSPCC guidance.
- 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 will complete the LSCP agency report ahead of each child protection conference.
- The school escalates its concerns with other agencies when a child’s needs are not being met following the Local Safeguarding Children Partnership Escalation and Resolution Policy.
- All members of the safeguarding team have received appropriate training; that all referrals made are quality assured and that regular safeguarding supervision is provided to the safeguarding team to monitor all decisions and action taken alongside the well-being of each team member.
- All staff read and understand part 1 and annex B of the DfE (2021) guidance Keeping Children Safe in Education and make available to them other key documents and guidance.
- School has an appropriately trained member of staff to in order to fulfil its obligations under Operation Encompass, and that the school’s commitment to Operation Encompass is known throughout the school community via the means of staff training, parental letters, posters and the school website.

## **10. 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
- behaviour policy
- code of conduct for staff, governors and volunteers (guidance on safer working practices)
- complaints policy
- Covid 19 Annex
- clubs, trips, educational visits and extended school activities
- data protection including GDPR
- drug and substance misuse
- disability objectives and accessibility plan
- equal opportunities
- emergency planning
- evacuation and lock-down procedures

- EYFS Policy
- first aid
- health and safety policy
- intimate care
- on-line safety
- Positive Contact Policy
- Preventing Radicalism Policy
- risk assessments
- recruitment and Selection Policy
- managing allegations against staff and volunteers
- relationships and sex education
- safeguarding advice for visitors
- supervision and Missing Pupils Policy
- use of mobile phones and cameras Policy
- special educational needs and disabilities
- whistle-blowing

## 11. Training and Induction

All staff and volunteers working in the school must be given a copy of the Child Protection policy immediately upon starting work at the school as part of their induction. All staff and volunteers working in the school must complete safeguarding training appropriate to their role as part of their induction and at a minimum of annually thereafter. As part of the requirement for all staff to undergo regular updated safeguarding training (including online safety), safeguarding training will be integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

The Governing Body should undergo Safeguarding training specific to their role and responsibilities. The Link Governor for Safeguarding should attend appropriate training to enable them to fulfil the expectations of the role.

All staff have had opportunity for Prevent training either through face to face training or access to online resources: <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

The school will keep a safeguarding training log evidencing the training attended by the different groups of staff/governors.

### **Training for the designated safeguarding lead DSL and DDSL**

The DSL and DSSL will receive appropriate training to the same level, in line with that of the Liverpool Local Safeguarding Children's Board. The training will be refreshed at least every two years in order to meet current statutory requirements and to ensure the DSL and DDSL:

- Understand the assessment process for providing early help and intervention
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference
- Receive higher level training in the LSCP's 'Prevent' strategy to be able to assess the risk of children being radicalised and drawn into support for the extremist ideas that are part of terrorist ideology and to identify pupils at risk of radicalisation.
- Are conversant with local inter-agency working protocols and training in the LSCP's approach to *Prevent* duties.
- Shares with local partners of the potential risks of radicalism and terrorism in the local area
- Are aware of, and support, any pupils at risk of radicalisation
- Ensures all staff are informed of any updates the DfE makes to KCSIE.
- Are skilled in communication with and contributing to inter-agency procedures
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Understand how to maintain detailed, accurate, secure written records of concerns and referrals
- Ensure that all who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively and that training is updated at least every three years.



- Ensure that newly appointed staff receive child protection training as part of their induction prior to the commencement of their work with pupils.
- Ensure that all staff and volunteers are aware of the Local Authority Safeguarding Children Board Child Protection Procedures
- Ensure that, should the school have a pupil placed in it who is looked after by a local authority, staff have the skills, knowledge and understanding to keep such a child safe.
- Ensure, in consultation with senior managers, that no areas of the curriculum contain any forms of political indoctrination
- Support the work and training of the Deputy Designated Safeguarding Person.

**Training and information for all staff;**

- Will include identifying the designated safeguarding Lead and the deputy designated safeguarding leads
- The school's safeguarding policy
- All staff attend refresher training at least every two years to ensure they fully understand their responsibilities regarding safeguarding children
- All staff training will be in line with advice from the LCSP and will include online safety
- All staff, irrespective of their date of appointment, will be provided with, read and be familiar with at least Part 1 of KCSIE (Sept 2021) and Annex A for those directly involved with children. The school will ensure any staff who have difficulties with English will receive assistance to ensure they fully understand the text
- The safeguarding Policy, Staff Code of Conduct and Whistle Blowing Policies all form part of induction training for new staff.
- All staff will be updated of changes in safeguarding requirements and best practice as and when they arise, by the DSL either via email, e-bulletins, or staff meetings.
- All staff will be given details of where full local procedures are available (in DSL office and on LSCP web-site)
- All staff will receive 'Prevent' awareness training, in line with LSCP advice, to give them knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know to whom they refer children and young people for further help.
- All staff will be informed of any updates in KCSIE as soon as they occur.
- All staff will understand how to identify risks to pupils regarding female genital mutilation and terrorism and know what actions to take immediately they suspect any instance of such.
- All staff are trained to manage a report of peer on peer sexual violence and sexual harassment as detailed in part 5 of KCSIE.

New members of staff, governors and volunteers are given both hard and electronic copies of the school's policy on safeguarding children and related policies (physical contact policy EYFS, PSHEC, sex education and relationships and pastoral care policies, behaviour, anti-bullying and equal opportunities policies and procedures, recruitment selection and disclosure policy & procedures, health & safety policies and E-safety policy). Thorough discussion of the procedures set out in these policies forms a vital part of our induction procedures and ensures they are aware of who the DSL and DDSL are and their roles. All staff, including new appointees, sign to indicate they have received and read the document 'Keeping Children Safe in Education' [KCSIE] 2021 Part 1 and Annex A

**12. Procedures for reporting child protection or child welfare concerns:**

All members of the school community have a statutory duty to safeguard and promote the welfare of children and young people. Staff and governors should not investigate possible abuse or neglect themselves. Staff must be alert at all times to possible signs of abuse. If any member of staff is concerned about a child he or she must:

1. Inform the school's DSL (Sandy Coleman) or in their absence the Deputy DSL (Craig Griffies) without delay.
2. The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. A copy of the Pro-forma is attached as Appendix 1 of this Policy.
3. The DSL will consult with the safeguarding team and decide what action will be taken, including whether a formal referral should be made. Consideration will need to be given to immediately protecting the child and contacting the police and/or ringing for an ambulance if the child is injured.



4. The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will take immediate action without delay and will make a referral to children's services by telephone if a child is believed to be suffering or likely to suffer significant harm. This referral will always be followed up in writing.
5. The Responding to Need Guidance and Levels of Need Framework will be used to support the decision making process. A written record of action will be kept. Consultation in this way is done as a first action, as soon as practicable and certainly within 24 hours of the disclosure or suspicion of abuse.
6. If it is decided to make a formal referral this will be done under advice from the LSCP and normally with prior discussion with the parents, unless to do so would place the child at further risk of harm. It is noted that parental consent is not required for referrals to statutory agencies.
7. Staff are aware that **anyone** can make a referral if necessary.
8. Children who are in need of additional support from one or more agencies will be supported through a team around the child meeting. A lead professional will then be identified who will be responsible for co-ordinating and leading on Early Help Assessment Tool (EHAT).
9. The school acts to ensure children receive the right help at the right time to prevent issues escalating.
10. The school acts upon all signs of abuse or neglect.

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a Child Protection Plan (formerly referred to as the Child Protection Register) and a written record will be kept. All absences will be checked speedily and any concerns over repeated absence or other unusual absences will be followed up and reported to children's local authority personnel

- Children's Services contact details are: **Liverpool** Careline Hub 0151 233 3700
- The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will follow the LSCP and Local Authority multi-agency procedures and consider the child's needs alongside the LSCP's Levels of Needs/Responding to Needs Framework (Threshold document) and consider whether an early help assessment or referral to children's services is needed. **Liverpool** [www.liverpoolLSCP.proceduresonline.com/](http://www.liverpoolLSCP.proceduresonline.com/)
- The Designated Safeguarding Lead or Deputy is able to refer to an online tool which helps professionals assess a child's level of need and decide which method of referral they should complete (EHAT or MARF). The online 'Levels of Need Slider' tool can be accessed here: <https://liverpool.gov.uk/referrals/childrens-social-care-referrals/assess-a-child-s-levels-of-need/>
- 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.
- The school will always seek to follow the Local Safeguarding Children Partnership procedures which can be found on their website:
- If school does not receive feedback within one working day regarding the outcome of a referral made to Children's Services, the Designated Safeguarding Lead will contact Children's Services immediately to determine the outcome of the referral.

'School Improvement Liverpool Schools' Safeguarding Handbook' and Part 1 of Keeping Children Safe in Education (DFE 2021) provides key flowcharts and guidance to support staff and volunteers' understanding and decision making. This will support staff to make a referral themselves should that become necessary. The Designated Safeguarding Lead should be informed, as soon as possible, following the need for another member of staff to make a referral.

'School Improvement Liverpool Schools' Safeguarding Handbook' will provide additional guidance about indicators of abuse and harm and how to respond to a disclosure. Guidance is also available on the NSPCC website: <https://www.nspcc.org.uk/preventing-abuse/>

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.

Concerns that a child is being radicalised should follow the normal safeguarding referral mechanism with an additional Channel or Prevent referral being made to the Local Authority's Prevent and Channel team. Contact details can be found in the School's Safeguarding Handbook.

### **13. Process to follow if a child makes a disclosure**

If a child makes a disclosure of abuse, staff should:

- Listen and keep calm. Do not interrupt
- Not promise the child that they will keep the matter confidential. Explain to the child who they will need to tell and why
- Observe visible bruises and marks, but should not ask a child to remove or adjust their clothing to view them
- Keep questions to a minimum as their role is not to investigate. If staff need to ask questions in order to ascertain whether this is a safeguarding concern, they should ensure they are open questions
- Use the “TED” model for asking open ended questions: “Tell me about that”, “Explain that to me”, “Describe that”
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Make a record of what has been said immediately afterwards in words used by the child and the member of staff to the best of their memory. Use capital letters for the child’s words to help distinguish between the two.
- Record statements and observations rather than interpretations or assumptions
- Explain to the child what has to be done next and who has to be told
- Note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated.
- Note anything about the child which is connected i.e. any visible injuries including the position and description, the demeanour of the child i.e. crying, withdrawn etc.
- All records should be passed to the DSL immediately - No copies should be retained by the member of staff or volunteer. This includes the original notes as these constitute prima fascia evidence and may be needed by a court. Records should be kept by the DSL in a secure, designated file separate from the child’s academic records.

Staff cannot promise children confidentiality but must always act in the best interests of the child and share disclosures made by the child or others with the Designated Safeguarding Lead. All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

Staff should not:

- Ask leading questions, put words into the child’s mouth or press for details
- Rush the child
- Examine the child
- Investigate
- Promise confidentiality
- Summarise or use your own words to describe events
- Delay sharing the information with the Designated Safeguarding Lead
- Make contact with the parents
- Discuss the disclosure with anyone other than DSL or DDSL

It is important to remember that the person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred. That is a task for the professional team of DSL and child protection agencies, following a referral from the DSL.

#### **Support for staff**

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Lead.

### **14. Confidentiality, information sharing, record transfer and record keeping and retention**

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

The school recognises that all matters relating to child protection are confidential. The Head teacher, Designated Safeguarding Lead and/or Deputy will disclose any information about a child to other members of staff on a 'need to know basis' only. Guidance about sharing information can be found in the 2018 document "[Information Sharing: Advice for Practitioners providing safeguarding services to children, young people, parents and carers 2018](#)". The school understands the need to keep child protection and safeguarding records securely. All records are secured stored in the Head Teacher's office in a locked cupboard.

Staff cannot promise children confidentiality but must always act in the best interests of the child and share disclosures made by the child or others with the Designated Safeguarding Lead. All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

The school will aim to seek consent of parents before sharing information with other agencies, however legislation states that schools and other agencies can share information without the consent of a parent/carer in particular circumstances.

The school pays due regard to the relevant data protection principles which allow us to share personal information, as provided for in the [Data Protection Act 2018](#) and the [General Data Protection Regulation](#) (GDPR). The school is aware of the processing conditions under the Data Protection Act 2018 and the GDPR which allow school to store and share information for safeguarding purposes, including information which is sensitive and personal, and this is treated as 'special category personal data'. Where school would need to share special category personal data, we are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows us to share information. This includes allowing school to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that we can gain consent, or if to gain consent would place a child at risk.

*'The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children' (DfE 2021)*

The school will transfer records securely to the next setting and discuss the child's needs before the child starts at the next setting. The Designated Safeguarding Lead will speak to their counterpart in the school to which the child is transferring in order to ensure that they are aware that the file is to be transferred. Upon confirmation of the child starting on roll the file should be transferred as soon as possible (within 5 schools days), but separately to the main school file. The file should be signed upon receipt, and delivered by hand wherever possible.

All staff should ensure that they disclose information about themselves relating to the above to the Head teacher as soon as possible. School will create an environment and culture where staff are supported and empowered to be able to do this.

The school will retain records in keeping with Local Authority guidance and NSPCC guidelines: <https://www.nspcc.org.uk/globalassets/documents/information-service/child-protection-records-retention-and-storage.pdf> . This in turn references the Information and Records Management Society (IRMS) [Information management toolkit for schools 2019](#).

#### **15. Additional child protection guidance will be provided to all adults working with young people which will include:**

- The school's child protection policy which includes the role of the Designated Safeguarding Lead
- Part 1 and Annex B of Keeping Children Safe in Education (DfE 2021)
- The School's Code of Conduct for staff and volunteers
- The school's behaviour policy for children

- Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium 2019)
- 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 including Female Genital Mutilation, Forced Marriage, Child Exploitation including sexual and criminal, Extremism and Radicalisation, Neglect, sexual violence and harassment 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: Advice for practitioners’ DFE 2015

## **16. Managing allegations against adults (including all staff, supply teachers and volunteers) working at the school**

The following is a summary of the school’s Managing Safeguarding Allegations against Staff and Visitors Policy which is available on the school website.

The school will have regard to the guidance given in Part 4 of KCSIE (2021).

The Headteacher is the Designated Safeguarding Lead – Mrs Sandy Coleman.

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

All staff and volunteers must report any concerns about a member of staff’s behaviour towards children (including supply staff and volunteers) to the Headteacher who will act as the case manager. Concerns can also be discussed with the Designated Safeguarding Lead. Concerns about the headteacher should be raised with Chair of Governors or nominated governor without the headteacher being informed.

Local Safeguarding Children Partnership multi-agency procedures will be followed in all cases where it is alleged that a member of staff has:

- 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;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

The school’s managing allegations against staff and volunteers policy and procedures will support everyone to take appropriate action. This includes a flowchart to guide colleagues thinking.

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

In addition, School Improvement Liverpool provide an online resource ‘Safeguarding-Mate’ to support colleagues decision making: <https://www.schoolimprovementliverpool.co.uk/safeguarding-mate/>

Concerns can also be taken directly to the Local Authority Designated Officer (L.A.D.O.), if needed, via Children’s Services.

Section 4 of the DFE guidance Keeping Children Safe in Education provides further guidance. In addition to the school’s own procedures, multi-agency procedures can be found on the school’s website.

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

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

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

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

The situation would meet the threshold of LADO should the child in question be made subject to a Child Protection plan. This is because Children's Services has determined that the adult presents a risk to the associated child either directly or due to a failure to protect. If school are made aware of any of the circumstances detailed above, they will have a consultation with the LADO in order to determine whether the threshold is met for a referral under the managing allegations process.

All staff should ensure that they disclose information about themselves relating to the above to the Head teacher as soon as possible. School will create an environment and culture where staff are supported and empowered to be able to do this.

## **17. Low Level Concerns**

Our school recognises that there may be times when there are concerns about a professional's behaviour which do not meet the harm threshold as set out in section 15 of this policy. This includes third party staff and volunteers. Concerns such as this may arise in several ways and from a number of sources. Examples of this may be:

- suspicion, complaint or disclosure made by a child, parent or other adult within or outside of our school; or
- as a result of vetting checks undertaken during recruitment

Our school promotes an open and transparent culture in which all concerns about adults working in or on behalf of the school are dealt with promptly and appropriately. Creating this culture in which all concerns are shared responsibly, in a timely way with the right person, and are recorded and dealt with appropriately is critical to effective safeguarding practice. This culture enables the school to identify concerning, problematic or inappropriate behaviour at the earliest possible stage, minimises the risk of abuse and ensures that all adults working in or on behalf of the school are clear about professional boundaries and act within these, in accordance with our ethos and values. This culture also empowers individuals to share concerns with key staff about their own behaviour at the earliest possible opportunity.

The term 'low level concern' does not mean that the behaviour is insignificant. It means a behaviour towards a child which does not meet the threshold set out in section 15 of this policy and part 4 of Keeping Children Safe in Education 2021. A low level concern is any concern (no matter how small, and even if no more than causing a sense of unease) that an adult working in or on behalf of the school may have acted in a way that:

- is not consistent with the staff code of conduct, including conduct outside of the workplace, and/or
- does not meet the allegations threshold or is otherwise not considered serious enough for a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Behaviours which are not consistent with the standards and values of our school, and which do not meet the expectations set out in our code of conduct for staff, must be addressed. Behaviours such as this, can exist on a spectrum from inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is essential that concerns such as this are shared responsibly and with the right person, and that they are recorded and dealt with appropriately. Effective reporting and management of such concerns also protects staff from potential false allegations of misunderstandings. Concerns should be shared as soon as is reasonably possible, and ideally within 24 hours of becoming aware of a problem, however it is never too late to share a concern.

Occasionally a member of staff may find themselves in a situation which could be misinterpreted, or may appear compromising to others. Equally, a member of staff may have behaved in a manner which, on reflection, they consider to fall below the standards set out within our code of conduct for staff. Self-reporting such circumstances is actively encouraged as it allows issues to be dealt with at the earliest opportunity and it is an important means of maintaining our culture of everyone aspiring to have the highest standards of conduct and behaviour.

Staff do not need to be able to determine whether their concern is a low level concern, or if it would be dealt with under our managing allegations policy. Staff must simply be empowered to share their concern. The determination regarding process will be made by the designated safeguarding lead and headteacher.

Low level concerns should be reported in writing to the designated safeguarding lead. Where a low level concern is in relation to the designated safeguarding lead, it should be shared with the headteacher.

If a report of a low level concern is received, it will be dealt with responsively, sensitively, and proportionately. Where a concern is reported, the designated safeguarding lead should collect as much evidence as possible by speaking directly with the person who raised the concern (unless it has been raised anonymously), and by speaking to the individual involved along with any witnesses. The information collected will help to categorise the behaviour and determine what further action may need to be taken. Support and advice will be provided to ensure any identified behaviours can be corrected at an early stage.

All low level concerns will be recorded in writing by the designated safeguarding lead and this record should include the details of the concern, the context and the action taken, including the rationale for any decisions. Records must be kept confidential and held securely in line with the Data Protection Act 2018 and the UK General Data Protection Regulation. Records will be kept in individual personnel files and will be retained for the duration of the individual's employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, school will decide on a course of action either through our disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, referral to LADO.

The designated safeguarding lead will regularly and effectively communicate with the Headteacher, all low level concerns reported to them, along with the outcome of the concern. This is to ensure there is appropriate scrutiny and



analysis of information in order to agree at what point a series of low level concerns or a pattern of behaviour would escalate and meet the threshold set out in section 15 of this policy and part 4 of Keeping Children Safe in Education 2021.

Low level concerns will not be included in references unless they relate to an issue which would normally be included in a reference. Paragraph 423 of Keeping Children Safe in Education specifies: *“However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it should be referred to in a reference.”*

## **18. Peer-on-Peer Abuse Prevention and minimisation**

Staff should recognise that children are capable of abusing their peers, and that not all children will find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Victims will never be given the impression that they are creating a problem by reporting an incident and they will never be made to feel ashamed or their experience minimised.

The DFE states *‘The school’s or college’s initial response to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.’*

Staff must act on the assumption that children may be experiencing sexual violence or harassment, even if there are no specific reports of such behaviour. Staff must ensure that they challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing, particularly towards girls or other vulnerable groups of children. Behaviours by children should never be passed off as ‘banter’, ‘having a laugh’ or ‘part of growing up’ as this can lead to an unsafe culture which normalises abuse and inappropriate behaviours and can lead to children accepting it as normal and therefore not reporting such issues. Our school will prevent sexual harassment, online sexual abuse and sexual violence through a carefully planned and sequenced relationships, sex and health education curriculum alongside effective challenge and response to specific issues when they arise. All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe.

All concerns must be reported and discussed with the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or senior member of staff. Behaviours can happen in school, online or in the community and are most likely to include, but not limited to:

- abuse within intimate personal relationships between peers;
- bullying (including cyber bullying, prejudice-based and discriminatory bullying);
- serious violence;
- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent;
- consensual and non-consensual sharing of nudes and semi-nude images or videos;
- upskirting, which typically involves taking a picture under a person’s clothing without their permission;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; and
- sexting and initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and many also include an online element).

Staff at Carleton House Preparatory School, as a co-educational school should be aware that different gender issues can be prevalent when dealing with peer on peer abuse and that both girls and boys may be victims or perpetrators.



This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action. Peer-on-peer abuse is unacceptable and will be taken seriously by all Carleton House staff.

In order for this to happen, school expectations should be communicated in an age appropriate manner to ensure that pupils know:

- How they are expected to behave in accordance with the School's Behaviour Policy and core values
- The NSPCC pants rule
- That they will be listened to if they have a worry or concern
- How and where to ask for help

The school will minimise the risk of allegations against other pupils by providing the following:

- PSHE as part of the curriculum
- An effective system for pupils to raise concerns with staff
- Robust risk assessments for pupils that are identified as posing a potential risk.
- Appropriate targeted work for pupils identified as being at potential risk.

In the case of abuse by a pupil, or group of pupils, the key issues which identify the problem as abuse (rather than an isolated instance of bullying or 'adolescent experimentation, which might be considered within normal bounds in the school community) are:

- the frequency, nature or severity of the incidents.
- whether the victim was coerced by physical force, fear, or by a pupil or group of pupils having power or authority over him/her.
- whether the incident involved a potentially criminal act and whether if the same incident, or injury, had occurred to a member of staff or other adult, it would have been regarded as assault or otherwise actionable.

Serious bullying may therefore be a child protection issue and will be taken very seriously. The alleged perpetrator(s) is/are likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or Sexual Abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or at risk of suffering, Significant Harm and in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator(s) must address and support their needs.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused. This type of abuse should not be passed off as banter, just having a laugh or 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.'*

### **Managing Peer-on-Peer abuse:**

All concerns must be reported and discussed with the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or senior member. This is most likely to include, but not limited to: abuse within intimate partner relationships; bullying (including cyber bullying); serious violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals. 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'.

Any professional who feels that a child has abused another child should notify the designated safe guarding lead immediately, who in turn will notify Careline, including if the incident of abuse takes place off the school premises, although any staff member can make a referral.

The concern should be recorded in the school child protection concerns record, along with any further details or outcomes and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board. In the event that one pupil makes a disclosure about another pupil the general principles of listening and reporting to the DSL remain the same. ***At all stages school and LSCP guidance must be followed.***

Many factors could lead to one pupil abusing another. Each disclosure will be treated purely on the facts. Although no one prescribed solution can be regarded as a best fit, the procedures below must always be followed. Staff should be aware that banter can be a sign of abuse (as defined in KCSIE 2021) under peer abuse and must never be dismissed. Disclosure of a pupil 'sexting' another pupil or 'upskirting' will be treated as an allegation of abuse and policy will be applied. The DSL will contact children's social care as a matter of urgency, and agree a course of action to protect the pupil from harm and support them, whilst investigations are carried out, as well as ensuring that the perpetrator is also treated as being 'at risk'. A bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.' If this is so, then the school's safeguarding procedures should be followed.

Children with special educational needs and disabilities are more vulnerable to sexual violence and harassment and staff should be aware that additional barriers can exist when recognising abuse in these children. Children who are LGBT+ or perceived to be, may also be targeted by their peers and harassed or assaulted.

Victims of peer on peer harm will be supported by the school's pastoral system and referred to specialist agencies including, as examples, 'Seedlings', 'CAMHS' and 'Barnardo's'. 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. Additional guidance is available on the NSPCC website: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/online-abuse/legislation-policy-practice/>

## **19. Children at risk of Serious Violence and/or Child Criminal or Sexual Exploitation**

All staff should be aware of the indicators which may suggest a child is at risk from, or is involved with serious violent crime. These may include:

- Increased absence from school;
- A change in friendships or relationships with older individuals or groups;
- A significant decline in performance;
- Signs of self harm or a significant change in wellbeing; or
- Signs of assault or unexplained injuries

Unexplained gifts of new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced abuse or neglect and having been involved in offending such as theft or robbery. Additional advice can be found in the Home

Office's [Preventing youth violence and gang involvement](#) and [Criminal exploitation of children and vulnerable adults: county lines](#) guidance.

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

Staff will understand that whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

All staff should be aware of the indicators which may suggest a child is at risk from or experiencing child criminal or sexual exploitation. These may include:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late and are found in areas away from their home;
- are found in accommodation that they have no connection with; and
- regularly miss school or education or do not take part in education.

All staff will be aware that children who are involved in criminal exploitation often commit crimes themselves, therefore their vulnerability as victims is not always recognised by adults and professionals. They may still have been exploited even if the activity appears to be something they have agreed or consented to. Staff will also have an understanding of the fact that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

All staff will be aware that child sexual exploitation is child sexual abuse. Exploitation of this nature can be a one off occurrence and may happen without the child's immediate knowledge e.g. through the sharing of videos or images. It can also affect any child who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. because they believe they are in a genuine relationship.

Our school understands that children who have been exploited or are at risk of serious violence, will need additional support to help maintain them in education. Further guidance is provided to staff in Section 1 of the Schools' Safeguarding Handbook.

## **20. On-line safety, data protection and the use of mobile phones and digital photographic equipment**

In line with the school ICT and E-safety policy staff may take photographs and make videos of pupils in the course of their daily work on school ipads. Having made and used these records, in accordance with the professional discharge of their duties and responsibilities, they must delete them from any personal records, retaining them for the minimum time necessary. Should it be appropriate to make a permanent record, for example, of a dramatic performance, these should be retained centrally on the school's own shared drive.

(See Appendix 3, Use of Mobile Phones and Camera Policy)

It is essential that children are safeguarded from potentially harmful and inappropriate online material. Our school implements a whole school approach to online safety sets out to protect and educate both children and staff in their use of technology alongside establishing mechanisms to identify, intervene in and escalate any concerns, recognising that many children have unlimited and unrestricted access to the internet via mobile phone networks.

Staff should also report any concerns about sexting (youth produced sexual imagery or 'nudes') to the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or senior member of staff who will follow the guidance in [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (UK Council for Child Internet Safety, December 2020). This document provides clarity as to how staff should respond to these incidents.

The school's on-line/E-safety/Acceptable Use policy clearly outlines the way in which the school uses technology and the measures in place to ensure safe, responsible and respectful use by all. Pupils are not permitted to have mobile phones in school. There is a clear code of conduct for staff and volunteers which sets out the use of 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.

Where mobile technology is required to medically safeguard a child, strategies will be put in place to assure the appropriate usage of the mobile technology.

The DFE highlights the risks of new technologies:

*'An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:*

- *content: being exposed to illegal, inappropriate or harmful content*
- *contact: being subjected to harmful online interaction with other users*
- *conduct: personal online behaviour that increases the likelihood of, or causes, harm*
- *commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams'*

The use of technology has become a significant component of many safeguarding issues such as child sexual exploitation, criminal exploitation, radicalisation and sexual abuse. Technology often provides the platform that facilitates harm.

Schools and colleges should ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

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

Annex D of Keeping Children Safe in Education provides schools with further key information and guidance.

The DFE guidance "Teaching Online Safety in Schools" (June 2019) also outlines how schools can ensure their pupils understand how to stay safe and behave online as part of forthcoming and existing curriculum requirements [www.gov.uk/government/publications/teaching-online-safety-in-schools](http://www.gov.uk/government/publications/teaching-online-safety-in-schools).

Where children are asked to learn online at home (e.g. under the Provision of Remote Education Continuity Direction (October 2020)), our school ensures this is done safely by referencing key guidance such as [safeguarding in schools colleges and other providers](#), [safeguarding and remote education](#) and advice from the [London Grid for Learning](#).

## **21. Children requiring mental health support**

Our school recognises that it has an important role to play in supporting the mental health and wellbeing of our students. We also recognise that in some cases, mental health problems can be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation. The designated safeguarding lead will regularly liaise with the senior mental health lead where safeguarding concerns are linked to mental health to ensure there is an effective and appropriate response by school. Within our school we adopt a whole school approach to mental health and wellbeing, which includes promoting positive mental health, wellbeing and resilience across the whole school community. This is detailed in Our Mental Health and Wellbeing Policy.

## **22. 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. The school will follow the pan-Merseyside missing children protocol. For those children and families who have chronic poor attendance or persistent absenteeism, school will consider whether educational neglect is present and whether a referral to children's services is required, or whether the school should seek consent to begin an Early Help Assessment in order to coordinate a multi-agency plan of support for the child and family.

Attendance will be closely monitored. In line with the school's attendance policy, the attendance of children with known welfare and attendance concerns will be monitored closely, particularly those with chronic poor attendance or persistent absentees, or if a child suddenly stops attending. 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.

The child's social worker will be informed immediately when there are unexplained absences or attendance concerns. It is important that the school's attendance team, 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 expected practice would be for an appropriate professional to visit the home and speak to the child alone, particularly if there are any safeguarding concerns. The school will seek to ensure it has at least two emergency contacts for each family and consider what urgent action it may need to take when a vulnerable child and family are not contactable and the child has not attended school. The school will ensure it is aware, in advance, of any difficulties in accessing the premises of a child's family home.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

Some parents will decide to remove their child from the school roll in order to educate them at home. For the majority of children, this choice will be with the child's best education at the heart of their decision and it will be a positive learning experience. However, this is not the case for all, and home education can mean that some children become less visible to services who are there to keep them safe and supported in line with their individual needs. Where a parent or carer has expressed their intention to remove their child from the school roll with a view to educating at home, the school will work together with other key professionals and will, where possible, attempt to facilitate a meeting with the family to ensure that all parties have considered what is in the best interests of the child. This is particularly important for those children who have SEND, are vulnerable, and/or who have a social worker. The school will also link with the named officer for Elective Home Education within the Local Authority.

## **23. Children Missing Education (See Appendix 5)**

Children Missing Education (C.M.E.) are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. All staff should be aware that children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Children going missing can also be an indicator of mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Maintained schools have a safeguarding duty in respect of their pupils, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their pupils. When a child is deemed to be missing from education, school will make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register. Once these enquiries have been undertaken, our school will follow the local protocol for Children Missing Education and make a C.M.E referral to the Local Authority Officer for C.M.E.

## 24. Private fostering

The Children Act 1989, 2004 and Children (Private Arrangements for Fostering) Regulations 2005 set out that Private Fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.

The Children Act 1989, 2004 and Children (Private Arrangements for Fostering) Regulations 2005 set out that Private Fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.

Our school has a mandatory duty to report to the local authority if they believe a child is subject to a private fostering arrangement. (This does not include close family relatives e.g. grandparent, brother, sister, uncle or auntie.) This means making a referral to children's services. A private fostering arrangement is made without the knowledge of the local authority for the care of a child under the age of 16 years (under 18 for children with disabilities) whereby the child is in the care of someone other than their parent or close relative. Further guidance is available in Keeping Children Safe in Education (DFE, 2021) and in [Children Act 1989 private fostering](#). When a child is privately fostered a social worker must carry out an assessment to ensure the placement is appropriate and consider any support needed.

## 25. Safer Recruitment (See Safer Recruitment and Selection Policy)

The school is committed to the Safe Recruitment, including the selection and vetting, of all staff and volunteers and will ensure that all appointments follow its recruitment policy and the guidance set out in Keeping Children Safe in Education (DFE 2021).

The school takes all possible steps to ensure that unsuitable people are prevented from working with children through its recruitment practices, Disclosure and Barring Service [DBS] checks and Induction procedures. This adheres to the 2009, 2012, 2013 and March 2015 legislation regarding referrals to the Disclosure and Barring Service [DBS] [formally the Independent Safeguarding Authority]. Safe Recruitment practice also includes the requirement to check that all those employed as teachers, head teachers or senior managers from April 2014 are not subject to any prohibition order issued by the Secretary of State. The school ensures that at least one member of the selection panel has received safer recruitment training. (See Recruitment and Selection Policy)



The school will undertake all the required DFE pre-employment checks and will record these checks on the single central record and retain evidence in personnel files. The school will seek written confirmation that third-party organisations including contractor and alternative education providers have undertaken appropriate checks. The school's Safer Recruitment Policy and Procedures set out the processes in more detail.

The school is required to inform relevant staff who fall within the scope of [Disqualification under the Childcare Act 2006](#) and establish they are not disqualified. The criteria for disqualification under the 2006 Act and the 2019 Regulations includes inclusion on the Disclosure and Barring Service (DBS) Children's Barred List or committing a relevant offence.

### **Childcare**

Staff responsible for before and after school care are subject to the rigours of the school safer recruitment procedures and complete the relevant Disqualification by Association forms (Childcare Act 2006, Childcare[Disqualification] Regulations 2009).

The school early years childcare can apply to supervised activity for a child from birth until the 1<sup>st</sup> September following their fifth birthday and applies to all early years provision during and outside of school hours. Later years childcare refers to pupils under the age of eight. Later years childcare does not apply to after school clubs and health care.

### **26. Physical Contact and Restraint**

The School does not use or threaten the use of corporal punishment. Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehaviour unless it is by way of reasonable restraint. There may be occasions where it is necessary for staff to restrain a pupil physically to prevent them from inflicting injury to others, self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used. If a member of staff takes action physically to restrain a pupil a written report is made, as soon as practical and sent to the head teacher. (See Appendix 2 – Positive Contact Policy).

In the Early Years we aim to provide strong care and nurture, recognising the needs and vulnerability of our youngest pupils. As a result, we set out to offer appropriate physical contact when this is judged necessary by our professional and experienced staff. This guidance has been written to help ensure that behaviour and actions do not place pupils or staff at risk of harm or of allegations of harm.

Safeguarding children and young people and promoting their well-being is more than just child protection. In order to safeguard children and young people and ensure their personal development, we will have safeguarding at the heart of our purpose. Special attention will be paid to situations where pupils may be engaged in close one to one teaching, for example performing arts. Stringent recruitment checks will have been completed and an open door culture created to safeguard both staff and pupils

### **27. The Safeguarding Curriculum**

The following policies deal with ensuring pupils of all ages learn how to keep themselves safe in the school, the local community, the world around them and online. Specific attention is paid to developing pupil's knowledge and ability to adjust their behaviours in order to reduce risks and build resilience, especially to radicalisation.

Safeguarding through the curriculum is mapped to ensure children are taught to keep themselves safe in a range of ways through a range of subjects. This message is layered through topics, assemblies, theme weeks, visitors and individual lessons.

Pupils are helped to identify and understand the risks from adults or young people, posing to be friends, who use the internet and social media to bully, groom, abuse or radicalise other people, especially young people and vulnerable adults. Internet safety is integral to the school's IT curriculum and is also embedded in PSHCE. By actively promoting an understanding of democracy, British values and lifestyle and the respect of all cultures the school encourages pupils to be responsible citizens. The main school policies promoting discussion on safety are;

- The Safeguarding Policy
- The E-safety Policy



- The Pastoral Care Policy
- The Health and Safety Policy
- The PSHCE programme

The school will ensure it has a curriculum map which sets out how to help children keep themselves safe from harm. This will include messages which are taught through the [Relationships education, relationships and sex education \(RSE\) and health education](#) (compulsory from September 2021) and PSHE curriculums, alongside standalone pieces of work and messages delivered through other curriculum areas. Children will be provided with age appropriate skills, knowledge and understanding to help them recognise and respond to issues such as consent and healthy relationships. Children will be supported to develop their understanding, at the appropriate age, of risks including: when using technology, the internet, and risks associated with grooming and radicalisation, gang and criminal exploitation and misusing drugs and alcohol. Children will also learn about the wider safeguarding curriculum which for children would include road safety, anti-bullying and know how to seek support when needed. The school will ensure the curriculum promotes an understanding of the values needed to live within a democratic society including the rule of law, and individual liberty. It will promote tolerance and respect for all faiths (and those of no faith), races, genders, ages, disability and sexual orientations.

## 28. Proactive Safeguarding

Our school recognises that school plays a significant part in the prevention of harm to our children by providing them with opportunities to learn, good lines of communication with trusted adults, supportive peers and an ethos of protection.

Our school recognises that safeguarding incidents and/or behaviours can be associated with factors outside the school or can occur between children outside the school. All staff, but especially the Designated Safeguarding Lead and deputy should consider the context within which such incidents or behaviours occur. This is known as contextual safeguarding, which means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

We will:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to. This ethos will be modelled and replicated by staff and governors.
- Promote a caring, safe and positive environment within the school.
- Ensure that the school site is a safe, secure and welcoming place to learn and grow.
- Encourage self-esteem and self-assertiveness through the curriculum as well as through personal relationships, whilst not condoning aggression or bullying.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, etc.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding messages across the full curriculum, including PSHE, to ensure that the children are equipped with the skills they need to recognise risky behaviours, stay safe from harm and to know to whom they should turn for help. In particular this will include [include detail here specific to your school setting] e.g. staying safe online, anti-bullying, e-safety, road safety, cycle training, focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel, issues around consent, sexting, positive mental health, etc.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks
- Provide a curriculum that assists pupils to make good choices about safe and healthy lifestyles and informs them who to approach if their health or safety is threatened
- Ensure positive, supportive, secure environment gives pupils a sense of being valued and helps them to fulfil their potential, regardless of their background or circumstances
- Assist pupils to gain the skills and knowledge to become effective citizens who are not influenced by indoctrination of any kind.

- Ensure the early identification of pupils with additional needs, liaison and intervention with other agencies such as Social Services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service, opening an EHAT (Early Help Assessment Tool) in order to support the needs of the child.
- Provide guidance on the safe use of electronic equipment, including access to the internet.
- Raising pupils' awareness, at levels appropriate to their ages, of the dangers of the internet and social media as a vehicle through which they can be contacted and subjected to radicalisation and grooming
- Encourage amongst all staff a culture of listening to children and taking account of their wishes and feelings.
- Aim to develop positive partnerships and nurturing a commitment to an open and honest relationships with mothers, fathers and carers at all stages of a pupils' education.

## 29. Complaints and Whistleblowing

Complaints about safeguarding should follow the school's complaints policy. The school recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. A copy of the school whistleblowing policy is available in the staff room, on the secure shared drive and in the staff toilets.

All staff should be aware of their duty to raise concerns, where they exist, which may include the attitude or actions of colleagues. The school's Whistleblowing Policy is there to support and aid them in these circumstances. The Local Authority also has whistle blowing procedures.

Whistleblowing regarding the Head teacher should be made to the Chair of the Governing Body, Gareth Beck who can be contacted by email at [gareth.beck@carletonhouse.co.uk](mailto:gareth.beck@carletonhouse.co.uk) or via the school office.

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

## 30. Escalation

If any member of staff is unhappy with the response they have received in relation to a safeguarding concern they have raised, it is their responsibility to ensure they escalate their concern within the organisation. All members of staff are aware of their responsibility to escalate and refer concerns on to Children's Services when it is appropriate to do so.

Where professional disagreement occurs and the Designated Safeguarding Lead and/or Deputy are unhappy with the actions or decisions of another agency, they will escalate their concern in line with the Local Safeguarding Children Partnership's formal escalation policy to ensure a timely resolution.

The first step of any escalation process with another agency is to raise any concerns directly with the other professional and their line manager. A professionals meeting is always a positive way of resolving differences and remaining focussed on the outcomes for the child.

## 31. Monitoring and Quality Assurance

Policies and procedures only remain effective if they are regularly monitored and reviewed to ensure that they are still applicable and relevant. Our school and its governors recognise the importance of monitoring and quality assuring the effectiveness of our child protection policy and the procedures set out within it. The aim of monitoring and evaluating the child protection policy is to learn from practical experience, which will contribute to inform policy reviews and future changes to the policy and procedures. The process of monitoring and quality assurance will help the school and governors to identify the policy strengths and weaknesses, and will help to provide an understanding of the reasons for these, so that decisions can be made to resolve any limitations with immediate effect.

Monitoring and evaluation will be done by checking whether the standards from the child protection policy are implemented and whether safeguards are working and will be undertaken throughout the year by the Designated Safeguarding Lead, the Head teacher and the Chair of Governors. Activities which could form part of the ongoing monitoring of effectiveness could be:

- Scrutiny of the Single Central Record and personnel files to ensure pre-employment checks are robust and up-to-date, and that job descriptions for new positions include reference to child protection, etc.
- Scrutiny of the school's annual 175 safeguarding audit by the Chair of Governors and Link Governor for Safeguarding, alongside the full governing body having oversight of any actions arising from the audit.
- Confirmation that training has been undertaken according to planned schedule and that all relevant staff and volunteers have participated
- There is effective analysis of safeguarding data including bullying, attendance, exclusions, behaviour logs, pupils taken off roll, the views and progress and participation of vulnerable students. In particular, the school will monitor the link between attendance and safeguarding and those persistently absent, frequently late, missing school (including part of the school day) or those who suddenly stop attending.
- Methods such as 'safeguarding training questionnaires' used to evidence the effectiveness of staff training
- Regular meetings with staff, volunteers and children which include the opportunity to discuss safeguarding and child protection, or use of questionnaires to evidence this
- Safeguarding learning walks designed to evidence and test out key safeguarding standards
- Adapting and amending the policy and procedures outside of their annual review date to reflect current issues which may have recently arisen in order to ensure that all children are protected at all times.
- Half termly Headteacher and safeguarding governor meetings

Our school will also draw upon additional quality assurance activities and templates referenced within the School Improvement Liverpool Schools Safeguarding Handbook e.g. Single Central Record Checklist, Personnel Record Checklist and the Headteacher's Quality Assurance Checklist

## Appendix 1: Child Protection Concern Form



### Carleton House Child Protection/ Child Welfare concern form



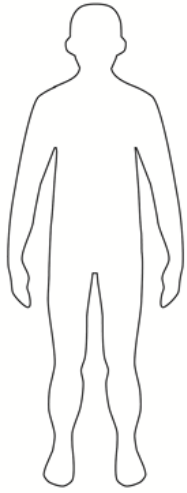
Name of person making disclosure	Role in school	Child's name	Year Group
Date and Time	Location of disclosure	Was another person present?	

#### Written disclosure

Remember to only record factual information. **Do not** include your own opinion

#### Record of injury

Was there an injury? Yes/ No	Did you see the injury? Yes /No
	Describe the injury:



Is the concern about possible sexual abuse? Yes / No

If so please describe the indicators:

Is this your first cause for concern? Yes / No

Did you report the previous concern? Yes / No

Date and details:

Who are you giving this form to:

Date:

Time:

Print Name	Your signature	Date	Time

## Appendix 2:

### Safer Working Practices and Staff Code of Conduct

#### Introduction:

Keeping Children Safe in Education (DFE 2021) sets out the requirement for all schools to have a staff code of conduct, sometimes referred to as a staff behaviour policy. This code of conduct should be followed by all staff (including visiting staff), volunteers and governors.

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' along with the Safer Recruitment Consortium [Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings](#) 2019 and [Guidance for safer working practice for those working with children and young people in education settings: Addendum](#) 2020

Everyone must also read and understand part one and annex B of Keeping Children Safe in Education (DFE 2021). This code of conduct aims to support adults so they don't work in a manner which might lead to an allegation against them by raising awareness of illegal, unsafe, unprofessional and unwise behaviour and by supporting staff and volunteers to understand what safe, professional conduct is. Equally it aims to reduce the opportunity for any adult intent on grooming or harming a young person. The policy aims to reduce the risk of incidents or misunderstandings occurring by developing and setting out clear guidelines and boundaries. 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.

Our school promotes an open and transparent culture in which all concerns about adults working in or on behalf of the school are dealt with promptly and appropriately. Creating this culture in which all concerns are shared responsibly, in a timely way with the right person, and are recorded and dealt with appropriately is critical to effective safeguarding practice. This culture enables the school to identify concerning, problematic or inappropriate behaviour at the earliest possible stage, minimises the risk of abuse and ensures that all adults working in or on behalf of the school are clear about professional boundaries and act within these, in accordance with our ethos and values. This culture also empowers individuals to share concerns with key staff about their own behaviour at the earliest possible opportunity.

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. This includes any behaviours which may not meet the harm threshold and may be deemed to be a 'low level concern' as set out in our child protection policy. In addition, **everyone** has a responsibility to escalate their concerns to the Local Authority Designated Officer 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. Further information and guidance regarding how school will respond to concerns about an adult's conduct towards children where the harm threshold is met are set out in our managing allegations policy.

- 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, the Deputy Designated Safeguarding Lead. 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, Mr Peter Megann.
- Anyone (in emergencies or if they need to) can make a referral about their concerns for child to Liverpool Careline (tel: 0151 233 3700)

This code provides advice about safe practice and which behaviours should be avoided. It also advises on what constitutes illegal behaviour and what might be considered as misconduct. This Code of Conduct cannot cover every eventuality. It does not replace the general requirements of the law, common sense and good conduct. This code of conduct has been adopted by the governing body in order to meet its duty to establish procedures for the regulation of the conduct of staff at the school.

If employees / volunteers are uncertain about what to do in a particular situation or require further information or guidance on the appropriate course of action to take in any situation they must contact the Head teacher for advice before they take any action.

Off-duty hours are an employee / volunteer's own personal concern. It is important, however, that people do not put themselves in a position where their duty to the School and their private interests conflict. Individuals are reminded they are representatives of the school at all times and should not act in a manner which may bring the good reputation of the school into disrepute.

Employees and volunteers are expected to abide by the policies of the School. They must take care to ensure that their own personal or political opinions do not interfere with the provisions of balanced professional advice or their duty to carry out those policies.

### **The school believes;**

- Pupils' welfare is of the highest priority
- Staff should avoid conduct which would lead anyone to question their motivation and intentions.
- Staff should discuss and/or take advice promptly from a senior manager over any incident which may give rise to concern.
- Records should be made of any such incident and of decisions made/further actions agreed.
- All staff and volunteers should know the name of their Designated Safeguarding Lead (DSL). This is Sandy Coleman - Headteacher
- All staff and volunteers must ensure they are totally familiar with safeguarding and child protection arrangements.
- Any breach of the law and other professional guidelines could result in criminal or disciplinary action.

### **Expectations of staff**

The school expects extremely high standards of staff. All staff and volunteers have a duty and responsibility to keep pupils safe and protect them from physical and emotional harm. This is done through respectful, caring and professional relationships between staff and pupils. Behaviour by staff demonstrates integrity, maturity and good judgement. Adults are expected to act, and be seen to act, in the pupils' best interests at all times. Adults must avoid conduct which would lead any reasonable person to question their motivation and intentions and follow the school safeguarding procedures, which are reviewed regularly, at all times. The school takes all possible measures to ensure adults are not placed in situations that may result in them being vulnerable. Always remember that adults are in positions of trust in relation to the pupils in their care.

### **Confidentiality**

Members of staff / volunteers must not use information obtained in the course of their duties to the detriment of the School, another staff member or for personal gain or benefit; nor should they impart this information to others who might use it in such a way.

Members of staff may have access to confidential information about pupils during the course of their work in order to undertake their everyday responsibilities. In some circumstances this may be highly sensitive or private information. Staff must never use confidential or personal information about a pupil for their own, or others' advantage.

Confidential information about pupils should never be shared with any person other than on a need to know basis. In circumstances where the pupils' identity does not need to be disclosed the information should be used anonymously. On occasion information about a pupil may need to be shared, for example when abuse is alleged or suspected. In such cases, staff have a duty to pass information on without delay, but only to those with designated child protection responsibilities. (see safeguarding policy)

If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff. Although it is important to listen to and support pupils, staff must not, under any circumstances, promise confidentiality or request pupils to do the same. Confidential information belonging to the School must not be disclosed to any person not authorised to receive it.

Members of staff / volunteers must not disclose personal or financial information about any other member of staff to any unauthorised person, external organisation or agency without the express consent of the individual concerned or that of the Head teacher. At all times staff must work within the requirements of the Data Protection Act and the Freedom of Information Act. Staff should take care not to gossip either with colleagues or parents or others outside the school.

### **Behaviour**

All staff should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and the public in general. An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting.

Staff should always behave and act as a role model to pupils. Staff should not drink alcohol when pupils are in the vicinity. This is especially so when supervising pupils or on school trips. This applies even when there are no pupils present, as the member of staff may be called to act in case of an emergency occurs.

Political indoctrination or attempts to radicalise pupils by staff is not tolerated and will lead to immediate suspension. Promoting female genital mutilation is not tolerated and will lead to immediate suspension.

### **Conduct outside work**

Staff must not engage in conduct outside work which could damage the reputation and standing of the school or the employee's own reputation or the reputation of other members of the school community. In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are regarded as unacceptable.

Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school nor be to a level which may contravene their working time expectations or affect their work performance.

### **Dress and Appearance**

The School is committed to promote diversity and will therefore respect individual preference in terms of customs, culture, religion and tradition.

Staff should consider the manner of dress and appearance appropriate to their professional role. To dress professionally shows pride, effort, respect for oneself and one's profession. Adults in school are role models for pupils. The image that staff project and the image of the school in the community is related to how adults in the school present themselves. It is therefore important to dress appropriately when acting in a professional capacity.

Staff should be neat, clean, smart and tidy, wearing clothes, including shoes, which are commensurate with their positions. Smart and professional appearance is expected at all times for staff. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake.

The school considers that those who dress or appear in a manner which could be considered as inappropriate or provocative (which might include multiple visible tattoos or piercings, flip flops and revealing clothes, such as short

skirts or low cut tops,) or whose clothes includes political or otherwise contentious slogans could render themselves vulnerable to criticism. For health and safety reasons jewellery should be kept to a minimum and be appropriate to the role.

### **Professional behaviour**

'Professional behaviour' is a generic term, but within this Code of Conduct includes such aspects as:

- acting in a fair, courteous and mature manner to pupils, colleagues and others;
- co-operating and liaising with colleagues, as appropriate, to ensure pupils receive a coherent and comprehensive educational service;
- endeavouring to assist the school achieve its corporate and strategic objectives – in particular, by adopting a positive attitude to marketing and the achievement of quality and equality;
- respect for school property;
- maintaining the image of the school through standards of dress, general courtesy, correct use of school resources;
- taking responsibility for the behaviour and conduct of pupils in the classroom and sharing such responsibility elsewhere on the premises;
- being fit for work (ie not adversely influenced by drugs, alcohol, etc.);
- being familiar with job requirements (eg proper preparation, use of suitable methods/systems, maintenance of appropriate/required records, etc), including keeping up-to-date with developments relevant to the job.
- being familiar with communication channels and school procedures applicable to both pupils and staff;
- ensuring all assessments/exams/tests are conducted in a fair and proper (prescribed) manner, and that procedures are strictly followed with respect to confidentiality and security;
- respect for the rights and opinions of others.
- never promoting any forms of radicalisation, indoctrinating or influencing pupils in any way with a view to terrorist activities

### **Convictions**

Staff must notify the school in writing if charged with any criminal offence or if convicted of any criminal offence, including cautions.

### **Physical Contact**

There are occasions when it is entirely appropriate and proper for staff to have physical contact with students, but it is crucial that they only do so in a manner appropriate to their professional role. A 'no touch' approach is impractical, especially in the EYFS and may in some circumstances be inappropriate.

When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate. Staff should use their professional judgement at all times about the appropriateness of any physical contact. Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be made clear to senior staff. Any member of staff making physical contact with a pupil should be prepared to explain their actions.

### **Sexual Behaviour**

The law states that where a person aged 18 or over is in a position of trust with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity. Where a person aged 18 or over is in a position of trust established with a person who has only recently left the school, any attempt to engage in sexual activity with that person will be a cause for concern and will be treated as a breach of trust established in that prior relationship.

Staff must never use their status and standing to form or promote a relationship which is of a sexual nature with a pupil or attempt to initiate a relationship with an ex-pupil, which is of a sexual nature. Any sexual behaviour by a member of staff with or towards a pupil is both inappropriate and illegal.

Pupils are protected by law in relation to non-consensual sexual behaviour. The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing pupils to engage in or watch sexual activity or the production of pornographic material or conversation that could be interpreted as sexually suggestive or provocative- ie verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact.

'Grooming' is a course of behaviour where the sole purpose is to gain the trust of a pupil, and manipulate that relationship so sexual abuse can take place. Staff should be aware that conferring special attention and favour upon a pupil might be construed as being part of a 'grooming' process, where the sole purpose may be interpreted as sexually suggestive or provocative- ie verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact. Such behaviour is an offence and will be reported to police immediately.

### **Care, Control and Physical Intervention**

Staff may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence. In all cases where physical intervention is deemed necessary, the incident and subsequent actions should be documented and reported to the Headteacher. Staff should always use minimum force for the shortest period necessary.

### **One to One Situations**

Staff who work in one to one situations with pupils can be more vulnerable to allegations. Teachers and peripatetic staff should recognise this possibility and plan and conduct such meetings accordingly. No member of staff should be alone with a pupil in an enclosed room without a window and with the door closed at any time. Every attempt should be made to ensure the safety and security needs of both staff and students are met and school policy is followed.

### **Transporting Children**

In certain situations, for example out of school activities, staff or volunteers may agree to transport children. A designated member of staff should be appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise. All staff planning to transport pupils must report the nature of the journey, the route and expected time of arrival to senior staff in accordance with agreed procedures. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort.

Staff should ensure that their behaviour and that of pupils is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded.

### **Gifts**

All staff must comply with the Bribery Act 2010. A person may be guilty of an offence of bribery under this act if they offer, promise or give financial advantage or other advantage to someone; or if they request, agree or accept, or receive a bribe from another person. If you believe that a person has failed to comply with the Bribery Act, you should refer to the school Whistle blowing procedure.

Staff should take care not to accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment. On occasion pupils or their parents may wish to pass small tokens of appreciation to staff, for example at Christmas or as a thank-you, and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or gifts of any significant value. Any member of staff receiving gifts of a significant value must inform the head teacher. Staff do not give personal gifts to pupils. It is acceptable for staff to offer prizes of small value for certain tasks or competitions

Staff / volunteers must not seek or receive preferential rates by virtue of their dealings on behalf of the school. Offers of hospitality, visits to exhibitions, business meals, social functions, etc should only be accepted if there is a genuine need to represent the school in an official capacity. Senior leaders should always be informed of such offers.

## **Communication with Pupils**

Communication between pupils and staff, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messaging, e-mails, digital cameras, videos, web-cams, websites, social networking sites, online gaming and blogs. Staff should never share any personal information with a pupil and they should ensure all communications are transparent and open to scrutiny. It is important for staff to be circumspect in their communications with pupils to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming. Staff must never store images of students on personal cameras, devices or home computers.

E-mail or text communications between staff and pupils outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet based web sites, such as social networking or instant messaging.

## **Staff / Pupil Relationships and Communications**

Staff should not establish or seek to establish social contact with pupils, or their families, for the purpose of securing a friendship or to pursue or strengthen a relationship. Staff must be aware that social contact, in certain situations, could be misconstrued as grooming. Any planned social contact, such as during a school trip or as part of a reward scheme should be approved by senior leaders. Staff should report and record any situation which they feel might compromise the school or their own professional standing.

## **Use of Social Media**

Staff use social networking sites for personal use. Staff should ensure their passwords are strong and secure at all times. Profiles and photos of staff should be 'locked down' as private so that pupils or parents do not have access to personal data or images.

Staff leave themselves open to a charge of professional misconduct if images of themselves or other members of staff in a compromising situation are made available on a public profile by anyone. If parents or pupils gain access to the profile of a member of staff by fraudulent means (impersonation or hacking) senior leaders should be informed immediately.

In some cases, friendships exist between staff and parents at the school. In this instance social networking is acceptable but caution must be exercised so that professional standards are maintained and staff do not compromise themselves or the school.

## **Acceptable uses of Technologies**

Under no circumstances should adults in the school access inappropriate images. Accessing child pornography or indecent images of children on the internet, and making, storing or disseminating such material, is illegal and, if proven, will invariably lead to the individual being barred from work with children and young people. Using school equipment to access inappropriate or indecent material, including adult pornography, will be reported to the police immediately. Such action will lead to immediate suspension and possible dismissal, particularly if, as a result, pupils might be exposed to inappropriate or indecent material

## **Equal Opportunity**

The school is committed to the promotion and implementation of equal opportunities. The school aims to ensure that all who come into the school are treated equally and are not in any way disadvantaged. The school recognises that differences exist and will seek to understand the needs of all so that all are safe and assisted in whatever way they need.

## **Whistleblowing**

The school has a culture of safety and raising concerns. It values staff and is reflective of its practice. The whistleblowing policy which provides means by which staff can raise concerns and receive feedback on any action taken. Staff should be reassured that they will be protected from possible reprisals or victimisation. The aim is to support transparency and accountability, ensuring safe and honest working practices within the school.

A full copy of the whistleblowing policy is available in the staffroom, the staff toilets and on request from the school office.

### **A brief summary of Disciplinary rules**

*(please see Grievance and Disciplinary policy for full details)*

The following is a summary of behaviour which the school finds unacceptable and which could lead to formal disciplinary warnings:

- Any form of physical/verbal violence towards pupils
- Physical violence, actual or threatened towards other staff or visitors to the school
- Sexual offences, sexual insults or sexual discrimination against pupils, other staff or visitors to the school
- Racial offences, racial insults or racial discrimination against pupils, other staff or visitors to the school
- Political indoctrination or attempts to radicalise pupil
- Promoting female genital mutilation
- Theft of school monies or property and of monies or property of colleagues or visitors to the School
- Acceptance of bribes or other corrupt financial practices
- Wilful damage of school property or of property belonging to other staff or visitors to the school
- Wilful disregard of safety rules or policies affecting the safety of pupils, other staff or visitors to the school
- Any wilful act which could result in actionable negligence for compensation against the school
- Refusal to comply with reasonable instructions given by staff with a supervisory responsibility
- Gross neglect of duties and responsibilities
- Unauthorised absence from work
- Being untruthful and/or engaging in deception in matters of importance within the school community
- Deliberate breaches of confidentiality particularly on sensitive matters
- Being incapable by reason of alcohol or drugs (not prescribed for a health problem) from fulfilling duties and responsibilities of employment
- Conduct which substantially brings the name of the school into disrepute or which seriously undermines confidence in the employee
- Failure to comply with reasonable work related requirements or lack of care in fulfilling the duties of the post

Behaviour towards other employees, pupils, and visitors which gives justifiable offence. Certain behaviour giving rise to offence may be regarded as gross misconduct.

### **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 school using our Inventory System, a visitor agrees to follow our safeguarding procedures.

Our school will create a culture of openness, transparency, trust and support where all members of the school community feel empowered to share relevant information about themselves or someone else.

- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- 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, Deputy Designated Safeguarding Lead or another member of the school's Leadership Team. Always listen carefully to the child and report 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. In the absence of the Headteacher, concerns should be



shared with another senior member of staff such as the Deputy Headteacher or Designated Safeguarding Lead, or the Chair of Governors. Concerns regarding the Headteacher should be directed to the Chair of Governors or Local Authority Designated Officer. The school's Whistleblowing Policy and the NSPCC whistleblowing helpline are available for staff who do not feel able to raise concerns internally. Staff can call the NSPCC on 0800 028 0285 – the line is available from 8:00am to 8:00pm, Monday to Friday or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk). [Safeguarding-Mate](#) can also guide staff should they have a concern about an adult's behaviour.

- If you are worried that the behaviour of an adult working in the school (including all third party staff, supply staff and volunteers) is giving cause for concern, no matter how small the concern is and even if it does not meet the harm threshold, you must share your concerns with the designated safeguarding lead without delay. This is in line with the low level concern procedures set out within our child protection policy. Concerns regarding the designated safeguarding lead should be directed to the headteacher.
- Anyone (in emergencies or if they are required to) can make a referral about their concerns for a child directly to Children's Services.

### **You should:**

- Follow the school's child protection policy and procedures and in line with this share safeguarding information appropriately but also act accordingly with sensitive and confidential information.
- Be alert to the indicators of harm and abuse towards a child, including peer to peer abuse.
- Dress appropriately according to your role, ensuring that clothing is compliant with professional standards and 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 that they appropriately challenge any form of derogatory and sexualised language or behaviour to ensure that everyone is respectful at all times.
- 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, data protection, health and safety and online safety (acceptable use policy).
- Ensure that you understand your responsibilities under the UK General Data Protection Regulation and Data Protection Act 2018 and be clear that where personal information is recorded electronically, systems and devices are kept secure.
- Report any behaviour or situations which you may feel give rise to a complaint or misunderstanding in respect of your own actions both in and out of school. Also share situations with the designated safeguarding lead if you feel your actions might have sat outside this code of conduct, or may appear to others that they have done so.
- Share with the designated safeguarding lead (or Head teacher in their absence) 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 in line with the low level concern procedures set out in our child protection policy. Examples of such behaviours include, but are not limited to, being over friendly with children, having favourites, using inappropriate sexualised, intimidating or offensive language, taking photographs of children on their mobile phone or engaging with a child on a one to one basis in a secluded area or behind a closed door. Your intervention may allow for their practice to be supported and developed and/or prevent a child from being harmed.
- Understand that it may be appropriate to discuss with the Head teacher matters outside of work, including online, which may have implications for the safeguarding of children in the workplace. This includes information about yourself. You must ensure that you are aware of the circumstances where this would be applicable.
- Be aware that behaviour by yourself, those with whom you have a relationship or association, or others in your personal life (in or out of school or online), may impact on your work with children.
- Staff are encouraged to declare any relationships which exist outside of the workplace with any children, families or staff. This is in line with our school culture and enables any implications for practice to be considered and staff to be provided with appropriate advice to support safer working practices.
- Understand the circumstances where it may be necessary to 'self-report' incidents where they could have found themselves in a situation which could be misinterpreted, or may appear compromising to others, or if they have

behaved in a manner which, on reflection, they consider to fall below the standards set out within the code of conduct for staff.

- Be aware that behaviour by themselves, those with whom they have a relationship or association or others in their personal lives (in or out of school, or online), may impact on their work with children.
- Inform the head teacher of any cautions, convictions or relevant orders accrued during your employment, and/or if you are charged with a criminal offence.
- Understand that if you commit a relevant offence that would appear on your DBS certificate or you become disqualified under the Childcare Act 2006 (those staff covered by the scope of the guidance): [www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006](http://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006) then you must inform your headteacher. (The Childcare Act 2006 does not cover all settings or even all staff within a setting.)

#### **Never:**

- Act in a way both at work and/or in your personal life (including online) that brings yourself, school or the teaching profession into disrepute.
- Make, encourage or ignore others, making personal comments which scapegoat, demean or humiliate any member of the school community including ignoring any form of peer to peer abuse.
- 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.
- Undermine fundamental British values including democracy, rule of law, individual liberty and mutual respect, and tolerance for those with different faiths, beliefs or from different cultures.
- 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, Whatsapp, 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.
- Post on the school's website or social media accounts any photographs of children without their consent. (Some children may be put at risk by their whereabouts being made publicly)
- Use your personal mobile phone (or other personal IT equipment) in areas used by children unless in emergencies or under an agreed protocol set out by the headteacher.
- 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 own responsibilities. You should not cover windows or door panels but always act in an open and transparent way.
- 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 always be the minimum required.

## **Key Safeguarding Staff:**

Headteacher:	Sandy Coleman
Designated Safeguarding Lead:	Sandy Coleman
Deputy Designated Safeguarding Lead:	Craig Griffies
Chair of Governors:	Gareth Beck
Safeguarding Governor:	Elaine Czarnecki

### Protecting your Professional Reputation

#### The Perils and Pitfall of Social Media

##### "The Nevers"

Never give personal contact details to pupils or communicate outside of school using social networks, email, text, etc or meet a young person out of school unless part of a planned school activity with the knowledge of your Line Manager.

Never 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.

Never communicate with parents through social networking sites and you are strongly advised to declare any existing friendships/relationships to your Line Manager.

Never 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.

Never use your personal mobile phone in areas used by children unless in emergencies or under an agreed protocol set out by the Headteacher.



**"Tech is part of life. Some tech is useful. Some of it isn't. Great teachers discern"**

**Miles Berry**

paul.bradshaw@si.liverpool.gov.uk  
School Improvement Liverpool Ltd.

## **Appendix 3:**

### **USE OF MOBILE PHONES AND CAMERAS**

#### **INTRODUCTION**

This policy applies to the whole school, including the EYFS. This policy was prepared with reference to the Department for Education's guidance and UK law and advice on the use of mobile phones, including for the EYFS. Parents may access this policy on the school website or request a hard copy from the school office.

The internet and other digital technologies permeate all aspects of life in a modern technological society. Internet use is part of the National Curriculum and is a necessary tool for staff and pupils. It is the entitlement of every pupil to have access to the internet and digital technologies, to enrich his/her learning.

This policy refers to all mobile devices and the aim is to ensure the quality of supervision and care of the children is of the highest standard, as well as safeguarding of pupils, staff, parents and volunteers in the school.

We aim to provide an environment in which;

- children, parents and staff are safe from images being recorded and used inappropriately
- we will use the internet and other digital technologies to support, extend and enhance pupils learning
- we will develop pupils' understanding of the uses, importance and limitations of the internet and other digital technologies in the modern world including the need to avoid undesirable material
- we will develop in pupils a positive attitude to the internet and develop their ICT capability through both independent and collaborative working
- we will teach pupils to use technologies safely
- pupils will be taught how to effectively use the internet for research purposes
- pupils will be taught to evaluate information on the internet
- pupils will be taught how to report inappropriate web content
- pupils will use the internet to enhance their learning experience

Other policies linked to this policy:

- Anti-bullying
- Behaviour
- Staff induction Policy
- Health and safety and risk assessments
- Safeguarding
- Curriculum

Governors approve the E-Safety Policy and the effectiveness of the policy. They receive regular information about e-safety and monitoring either through reports to full meetings or reports to sub-committee meetings.

The Head teacher has the overall duty of care for ensuring the safety (including e-safety) of members of the school community. Day to day responsibility for e-safety is delegated to the ICT Co-ordinator. The Head teacher/Designated Safeguarding Lead are responsible for the procedures to be followed in the event of a serious e-safety allegation being made against a member of staff.

#### **HEAD TEACHER RESPONSIBILITIES:**

- To ensure the ICT Coordinator and other relevant staff receive suitable training to enable them to carry out their e-safety roles and to train other colleagues, as relevant.
- To ensure school's technical infrastructure is secure and is not open to misuse or malicious attack
- To ensure the school meets required e-safety technical requirements
- To ensure effective filtering is applied and updated on a regular basis
- To ensure monitoring software and systems are implemented and updated as agreed in school policies.
- To ensure staff are fully aware and compliant with school policy on e safety and use of mobile phones and cameras

### **IT COORDINATOR RESPONSIBILITIES:**

- To keep up to date with e-safety technical information in order to effectively carry out their e-safety role and to inform and update others as relevant
- To train other colleagues in matters of safety as appropriate to the role
- To ensure that users may only access the networks and devices through a properly enforced password protection policy, in which passwords are regularly changed
- To ensure the use of the network / internet / Virtual Learning Environment / remote access / email is regularly monitored in order that any misuse / attempted misuse can be reported to the Head teacher for investigation
- To liaise with IT technical support to ensure guidelines are met

### **PREVENTATIVE MEASURES TO ENSURE E-SAFETY**

- Practitioners are regularly updated on current practices for keeping safe online
- A list of authorised internet users is kept by the IT co-ordinator
- Access to the Internet is via a secure wifi
- Devices have up to date virus protection and appropriate filtering for use by children
- Staff have specific logins to devices within the setting
- Devices 'time out' if not used for a period of time or users log out when leaving a device.
- Staff create safe passwords and change these at regular intervals
- Passwords are kept private
- Staff are authorised to download content for use by children
- Staff are not allowed to access resources such as shopping, gambling, Social Networking on equipment owned by the setting
- Staff understand the procedures to take should children accidentally access inappropriate or illegal materials
- Each staff member has a dedicated, secure email address for all work and inter-school related communication

### **TEACHING STAFF**

- Take responsibility for the security of data.
- Develop an awareness of e-safety issues, and how they relate to pupils in their care.
- Model good practice in using new and emerging technologies.
- Include e-safety regularly in the curriculum.
- Deal with e-Safety issues they become aware of and know when and how to escalate incidents.
- Maintain a professional level of conduct in their personal use of technology, both within and outside school.
- Take responsibility for their professional development in this area.

### **GUIDANCE ON USE OF MOBILE PHONES BY TEACHING STAFF INCLUDING THOSE IN THE EYFS**

- Staff do not carry personal mobile phones while working. This protects staff from being distracted from their work, and from allegations of inappropriate use.
- Personal mobiles phones/cameras, including their use for instant messaging, internet use or social networking services must not be used or on display (switched off or silent mode) during the school day in any public area or the presence of children.
- Staff phones are kept out of sight of children and are either switched off or on silent mode.
- Staff may use their mobile phones during break times, in an agreed area not used by children e.g. in the office / staff room.
- Where it is essential, such as a personal emergency or all school landlines are out of order, staff may use their personal mobile during a session. Such a call must be made (with the agreement of Headteacher) in an agreed area not used by children.
- Staff must give the school telephone number (and extension if relevant) to their next of kin, in case it is necessary for them to be contacted, in an emergency, during session hours.
- Staff must ensure their mobile devices have no inappropriate or illegal content stored on the device.
- Staff should not use their personal mobile devices to contact or photograph pupils or their families within or outside the school.



- Any inappropriate or non-essential use of a mobile phone should be reported to the head teacher and may be subject to disciplinary action.
- During group outings nominated staff will have access to the school mobile phone, which is to be used for emergency purposes only.
- The school reserves the right to check the image contents of a staff member's mobile phone should there be any cause for concern over the appropriate use of it.
- A mobile device used to medically safeguard a child must be used for that purpose only. The Head Teacher will monitor the phone usage, complete and record spot checks to ensure it is being used for its intended purpose.

### **PUPILS AND MOBILE PHONES**

Pupils are not permitted to bring mobile phone/cameras to school. If pupils are travelling to and from school on their own they require written permission from a parent to carry a phone for personal safety. The phone must be handed in to the office at the beginning of the school day. The phone must be collected and signed for at the end of the school day.

Any pupil with a mobile phone on their person during the school day will have it confiscated and kept in the school office until the end of the day. It will remain in the school office until collected by a parent.

### **PARENTAL USE OF MOBILE PHONES/CAMERAS WITHIN THE SCHOOL BUILDINGS**

Parents are requested not to use their mobile phones/cameras in the school building. Parents are asked to ensure mobile phones/cameras are not on display (switched off or silent mode) while in public areas of the school and especially during meetings and school events.

The school is aware that some parents may want to record their own images of their children at assemblies, matches or concerts. They are welcome to do so providing the images are for personal use only and must not be shared on social networking sites or other web-based forums. Parents are reminded of this at each event.

### **OTHER MOBILE TECHNOLOGY**

Parents and pupils are not allowed tablets, e-readers or personal laptops in school. Any member of staff wishing to bring a tablet, e-reader or personal laptop into school must agree to the head of IT checking the device prior to use. The member of staff must also agree to remove any media uploaded whilst in the school and place such on the school network.

When accessing the school Wi-Fi, staff must adhere to the Internet Usage Policy. Staff, pupils, volunteers and parents are responsible for their personal mobile devices and the school is not responsible for theft, loss, or damage.

### **COMMUNICATION WITH PUPILS**

Communication between pupils and staff, by whatever method, should take place within clear and transparent professional boundaries. E-mail or text communications between staff and pupils outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet based web sites, such as social networking or instant messaging. No member of staff should share personal contact details with pupils, including e-mail, home or mobile telephone numbers.

Staff should never share any personal information with a pupil and they should ensure all communications are transparent and open to scrutiny. It is important for staff to be circumspect in their communications with pupils to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming. Staff must never store images of students on personal cameras, devices or home computers.

### **MOBILE DEVICES AND DRIVING**

The use of phones while driving, whether to make or receive a call, is prohibited by law. The only exception to this will be in the event of a genuine emergency call to 999 or 112, if it would be unsafe for the driver to stop.

### **PHOTOGRAPHING CHILDREN**

Signed parental consent is requested and updated annually to take and use photographs of children. Only designated school equipment such as ipads, school cameras or the school iphone may be used to take any photograph within the

school or EYFS setting or on outings. Images taken must be deemed suitable without putting children in any positions that could cause embarrassment or distress. Where possible, photographs should be taken in the presence of another member of staff. Photographs taken on the school iphone may be uploaded to the school Twitter account only if all pupils contained within the photo have parental consent for their photograph to be used in this manner.

A list will be kept in the office of pupils who have consent. Teachers should familiarise themselves with the parental wishes of the pupils in their class and check before uploading photographs of children from other classes.

Images taken and stored on the camera must be downloaded as soon as possible, ideally within a week, onto school systems. Images must only be down-loaded by authorised members of staff. The images should be erased from the school camera once they have successfully been printed or downloaded to the school's secure server. Under no circumstances must cameras of any kind be taken into the washrooms. Failure to adhere to the contents of this policy will lead to disciplinary procedures being followed.

### **SCHOOL IPHONE**

The school has a designated school iphone for the purposes of contact on school trip, including residential trips. This phone may be used to take photographs as described above for the purposes of sharing on twitter, providing parental content has been received. The i phone is password protected.

### **SOCIAL NETWORKING SITES**

Staff may use social networking sites for personal use. Staff should ensure their passwords are strong and secure at all times. Profiles and photos of staff should be 'locked down' as private so that pupils or parents do not have access to personal data or images.

Staff leave themselves open to a charge of professional misconduct if images of themselves or other members of staff in a compromising situation are made available on a public profile by anyone. If parents or pupils gain access to the profile of a member of staff by fraudulent means (impersonation or hacking) senior managers should be informed immediately.

In some cases, friendships exist between staff and parents at the school. In this instance social networking is acceptable outside of school but caution must be exercised so that professional standards are maintained and staff do not compromise themselves or the school.

## **Appendix 4:**

### **Positive Contact Policy**

**This Policy also includes the Early Years Foundation Stage and Out of School Provision**

#### **Statement of Intent**

The governors and staff of Carleton House School fully recognise the contribution it makes to safeguarding and promoting the welfare of children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.

All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.

We understand the challenges faced by this area of safeguarding and are committed to providing support and care to both the children and staff, in accordance with the ethos of the school, whilst understanding the need for sensitivity to ensure the safety and well being of all.

#### **Physical Restraint**

In exceptional circumstances, where there is immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force'.

Staff members of Carleton House School should not put themselves at risk of injury. In these circumstances, the teacher should remove the other pupils who may be at risk and seek assistance from a colleague or colleagues and if necessary telephone the police. Staff should inform the pupil(s) that they have sent for help. Until assistance arrives, staff should continue to attempt to defuse the situation orally and try to prevent the situation from escalating.

#### **Types of Incidents**

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

- Where action is necessary in self-defense or because there is an imminent risk of injury;
- Where there is a developing risk of injury, or significant damage to property;
- Where a pupil is behaving in a way that is compromising good order and discipline.

Examples of situations that fall within one of the first two categories are:

- A pupil attacks a member of staff or another pupil;
- Pupils are fighting;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- A pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others;
- A pupil absconds from a class or tries to leave school

Examples of situations that fall into the third category may include:

- A pupil persistently refuses to obey an order to leave a classroom;
- A pupil is behaving in a way that is seriously disrupting a lesson.

#### **Application of Force**

Physical intervention can take several forms. It might involve staff:

- physically interposing between pupils;

- blocking a pupil's path;
- holding;
- pulling;
- leading a pupil by the hand or arm;
- shepherding a pupil away by placing a hand in the centre of the back; or
- (in extreme circumstances) using more restrictive holds.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': for example to prevent a young pupil running off a pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.

In other circumstances staff should not act in a way that might reasonably be expected to cause injury to the child.

### **The Range of Interventions: How may pupils be restrained?**

Teachers and teaching assistants were trained in the use of Positive Contact by a competent trainer in the academic year 2016-17. Training will be refreshed every two years.

Before intervening physically, staff should wherever practical, tell the pupil to stop, and clearly communicate what will happen if he or she refuses. The staff member should continue to attempt to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. In such cases only the minimum force necessary will be used whilst maintaining a calm and measured approach.

In the unlikely event of a staff member needing to use restrictive physical intervention, the following points should be noted:

- Restrictive physical intervention must be consistent with the concept of reasonable force.
- The circumstances must warrant the use of force;
- The degree of force employed must be in proportion to the circumstances of the incident and the minimum to achieve the desired result.

### **Recording Incidents**

Any member of staff involved in an incident requiring physical intervention must inform the Head teacher and write a detailed report of the incident to help prevent any misunderstanding or misrepresentation of the situation.

### **Planning for Incidents**

If the school is aware that a pupil is likely to behave in a way that may require physical control or restraint, it will plan how best to respond in the situation.

The school will endeavor to:

- Manage the pupil and incident by diffusing the situation
- Involve the parents to ensure that they are clear about the specific action the school may need to take
- Brief staff to ensure that they know exactly what action should be taken and where appropriate provide training or guidance
- Ensure that additional support can be summoned if appropriate.

### **Physical Contact**

Physical contact may be misconstrued by a pupil, parent or observer. Touching pupils, including well-intentioned gestures, can if repeated regularly lead to serious questions being raised.

### **Where Physical Contact may be Acceptable**

There are occasions when physical contact with a pupil may be necessary, for example to demonstrate exercises or technique during PE lessons, during sports coaching or when providing first aid. Young children and children with special educational needs may need staff to provide physical prompts to help.

There may be occasions where a distressed pupil needs comfort and reassurance, which may include physical comforting such as a caring parent would give. Staff should use their discretion in such cases to ensure that what is normal and natural does not become unnecessary and unjustified contact, particularly with the same pupil over a period of time. Staff should use their own professional judgement when they feel a pupil needs this kind of emotional support and should reflect the child's needs, age and level of maturity. Contact should be responsive and appropriate to the needs of the child, not the adult and should be conducted in an open and transparent manner in the presence of other staff. Where a member of staff has a particular concern about the need to provide this type of care and reassurance they should seek the advice and guidance of the Head Teacher.

### **General Guidelines**

As a general principle staff must not make gratuitous physical contact with their pupils. There may be some children for whom touching is particularly unwelcome. For example, some pupils may be particularly sensitive to physical contact because of their cultural background or special needs or because they have been abused. Where appropriate, staff should receive information on these children, whilst ensuring that all matters of confidentiality and sensitivity remain of paramount importance. In addition, there should be a common approach where staff and pupils are of different sexes.

Physical contact with pupils becomes increasingly open to question as pupils reach and go through adolescence and staff should also bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued.

Scenarios describing situations requiring physical contact with pupils have been discussed openly during safeguarding training with all staff members.

## Appendix 5:

### **Children Missing Education**

The Government has placed a duty on local authorities to make arrangements to establish (so far as it is possible to do so) the identities of children in their area who are of compulsory school age and not receiving a suitable education. These children are referred to as Children Missing Education.

See Children missing education: statutory guidance for local authorities (September 2016)

#### **Who are Children Missing Education (CME)?**

Children of compulsory school age who are:

- Not on a school roll
- Not being educated other than at school
- Identified as having been out of any educational provision for a substantial period of time (4 weeks)

Children go missing from education for a number of reasons including:

- They don't start school at the appropriate time and so they do not enter the educational system
- They are removed by their parents
- Behaviour and/or attendance difficulties
- They cease to attend, due to exclusion, illness or bullying
- They fail to find a suitable school place after moving to a new area
- The family move home regularly
- Problems at home

The law requires all children between the ages of 5 & 18 to be in full time education or training. CME could also be a potential safeguarding issue.

Children and young people in the following groups are more likely to be missing from education:

- young people who have committed offences
- children living in women's refuges
- children of homeless families perhaps in temporary housing
- young runaways
- children with long term medical or emotional problems
- unaccompanied asylum seekers and refugees or children of asylum seeking families
- looked after children
- children with a Gypsy/Traveller background
- young carers
- children from transient families
- teenage parents
- children who are excluded from school
- children who are removed or asked to leave independent schools

#### **Why is it important to get Children Missing Education back in school?**

Children who are not in school could be missing out on vital educational and social opportunities and experiences. Some of them may be at risk of harm or be in situations that are unsafe.

Children who are not in school are at greater risk of involvement in criminal activity and becoming victims of crime themselves. There is also a higher risk that these children will be victims of abuse.

#### **What can you do to help?**

Children Missing Education Services are keen for schools to tell them about these children so that they can make sure that they are safe and that they receive an appropriate education.



If you are aware of any Carleton House pupils, former pupils or prospective pupils whose circumstances have changed resulting in them not receiving a formal education, you must alert your Designated Safeguarding Lead, who will contact the Children Missing Education service in the appropriate local authority.

Please also tell your Local Authority CME service if you have any concerns about children who have gone missing from your area or neighbourhood.

If you are aware of other children outside school who are CME you can alert the relevant Local Authority CME service direct and confidentially, either by phone, letter or e-mail. Someone will then make contact with the family and children to make sure that they are safe and to arrange for some appropriate education. If the children need some support to help them get back into school this will be provided. Although the vast majority of children are located and returned to education, we will work with other agencies such as the Police if we cannot trace a child quickly. Where children go missing Local Authorities use the national missing children database to inform other parts of the country that there may be children new to their area in need of educational support.

Further information is available from the following link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550416/Children\\_Missing\\_Education\\_-\\_statutory\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)

Children Missing Education Local Authority Lead and contact details:

CME Officer,

School Improvement Liverpool

Toxteth Annex

Aigburth Road

Liverpool L17 7BN Secure email; [joanne.mckenna@liverpool.gcsx.gov.uk](mailto:joanne.mckenna@liverpool.gcsx.gov.uk)