



CHILD PROTECTION AND SAFEGUARDING POLICY

1st September 2019

To be revised 1st September 2020

INTRODUCTION:

The governing body minutes reflect that this policy was last reviewed by the governing body. This policy provides guidance to all adults working within Rare Liverpool whether paid or voluntary or directly employed by Rare Liverpool or by a third party.

1. Child Protection Statement:

'Rare Liverpool is committed to safeguarding children and promoting children's welfare and expects all staff, Staff, 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. Rare Liverpool seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.'

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.' (DFE 2018)

2. Definitions:

A child includes anyone under the age of 18.

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

Safeguarding Children: *'Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk. Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.'*

The definitions of physical abuse, emotional abuse, sexual abuse and neglect are set out in the DFE guidance Keeping Children Safe in Education (DfE 2018).

3. Policy Aims:

- To ensure Rare Liverpool 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 Rare Liverpool's practice meets local and national guidance

4. Key Principles:

- The child's needs and welfare are paramount. All children have a right to be protected from abuse and neglect and have their welfare safeguarded.
- Keeping Children Safe in Education (DfE 2018) 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.
- Rare Liverpool recognises that scrutiny, challenge and supervision are key to safeguarding children.
- Rare Liverpool 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 2018)
- 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 2018).
- All staff have equal responsibility to report their concerns about a child **without delay** to the Designated Safeguarding Lead. 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. (Liverpool Careline 0151 233 3700)
- Everyone has responsibility to escalate their concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. 'Concerns about a child should always lead to help for a child at some point and the child's situation should improve.
- All staff should maintain an attitude of "it could happen here" where safeguarding is concerned. Rare Studio 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)
- Rare Liverpool will work with other agencies to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.
- Rare Liverpool will follow the Local Authority and Liverpool Children's Safeguarding Board's procedures and provide them with information as required. (www.liverpoolscb.org)

- Staff, children and families will need support following child protection processes being followed.
- Children have a right to learn ways to keep themselves safe from harm and exploitation.

5. Legislation and Guidance:

Rare Liverpool must have regard for the DfE statutory guidance 'Keeping Children Safe in Education (DfE 2018). **This child protection policy should be read alongside this statutory guidance and all staff must read and understand at least part 1 and Annexe A 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 Rare Studio s 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 Rare Studio, or who are students under 18 years of age attending further education institutions. The same duty applies to independent Rare Studio s (which include Academies and free Rare Studio s) by virtue of regulations made under section 157 of the same Act.)

Working Together to Safeguard Children (DfE 2018) provides additional guidance and clearly states:

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

'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 also reinforces the need to take action to provide Early Help before child protection is required:

‘Providing early help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years through to the teenage years.’ DFE 2018

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

The Counter-Terrorism and Security Act 2015 places a duty upon local authorities and educational providers to ‘have due regard to the need to prevent people from being drawn into terrorism’. The DfE has provided statutory guidance for Rare Studio s and child care providers:

‘The Prevent Duty’ (June 2015) Rare Liverpool 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 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 Rare Studio.

‘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-

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with Rare Studio 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 2018

Rare Studio will also consult the government guidance **Multi-agency statutory guidance on female genital mutilation (revised 2016)**.

In addition, Rare Liverpool recognises the important role it has in safeguarding children from Forced Marriage. (Rare staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fm@fco.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**.

The Teaching Standards (DfE 2013) also requires all teachers to 'uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside Rare Liverpool 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 Rare Liverpool student over the age of 18.

Rare Liverpool will also take account of additional DFE guidance including:

- CSE Definition and a guidance for practitioners (DFE, 2017)
- Information sharing: Advice for practitioners providing safeguarding services (HMG 2018)
- Sexual violence and sexual harassment between children in Rare Studio s and colleges (DFE, 2018)
- Criminal Exploitation of Children and vulnerable adults; County lines guidance DFE, 2017
- Working Together to Safeguard Children (DFE, 2015)
- What to do if you are worried a child is being abused 2015- Advice for practitioners DFE 2015
- The Prevent Duty - Departmental advice for Rare Studio s and childcare providers DFE 2015
- How social media is used to encourage travel to Syria and Iraq (DFE Briefing note for Rare Liverpool's)
- Disqualification under the Childcare Act 2006
- The Ofsted School Inspection Handbook and Inspecting safeguarding in early years, education and skills
- Other DFE statutory guidance including: attendance and children who go missing from home or care which is found here [https://www.gov.uk/topic/Rare Studio s-colleges-childrens-services/safeguarding-children](https://www.gov.uk/topic/Rare-Studio-s-colleges-childrens-services/safeguarding-children)

6. Communicating with parents and visitors:

Rare Liverpool 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 so they are aware of Rare Studio 's responsibilities:

'Rare Liverpool ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, to develop positive and healthy relationships, how to avoid situations where they might be at risk including by being exploited. Rare Studio 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. Rare Studios are not able to investigate child protection concerns but have a legal duty to refer them. In most instances Rare Studio will be able to inform the parents/carer of its need to make a referral. However, sometimes Rare Studio is advised by children's services or police that the parent/carer cannot be informed whilst they investigate the matter or make enquiries. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. Rare Studio follows legislation that aims to act in the interests of the child. Rare Studio will always seek to work in partnership with parents and other agencies to ensure the best possible outcomes for the child and family'

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

'Our Rare Liverpool is committed to safeguarding children and promoting children's welfare and expects all staff, Trustees, 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 Rare Studio that may concern you. By signing our visitors book you are agreeing to follow Rare Studio 's safeguarding advice to visitors and where appropriate the code of conduct for staff and volunteers.'

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

Safeguarding Framework:

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

- attendance
- administering medicines
- anti-bulling including cyber bullying
- behaviour for learning
- code of conduct for staff, Trustees and volunteers (guidance on safer working practices)

- Children in Care (Looked After Children)
- Clubs, trips, educational visits and extended Rare Studio activities
- Data protection
- drug and substance misuse
- disability objectives and access plan
- equal opportunities
- emergency planning
- evacuation and lock-down procedures
- first aid
- intimate care
- online safety
- sex & relationship education
- risk assessments
- safe recruitment practices
- managing allegations against staff and volunteers
- Rare Studio site security
- safeguarding advice for visitors
- special educational needs and disabilities
- taking and using photographs
- whistle-blowing

7. Roles and responsibilities:

The Principal is: Miss L Inglesby

The Designated Safeguarding Lead for Child Protection is: Miss Lindsay Inglesby

Those trained to provide cover for the role of Designated Safeguarding Lead is: Miss Gillian Bennett

The Directors should ensure that:

- Rare Liverpool meets the statutory responsibilities set out in Keeping Children Safe in Education (DfE 2018) and Working Together to Safeguard Children (DfE 2018).
- The Child Protection Policy is reviewed annually and available to parents, normally via Rare Liverpool's website.
- All adults working within Rare Studio are aware of Rare Liverpool's code of conduct and this guidance is in keeping with the Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium, 2016)
- Rare Liverpool's practice is reviewed in line with Local Authority guidance, Liverpool Children's Safeguarding Board (LSCB) procedures and priorities and any actions identified in the Local Authority 175 Audit are completed.
- There is a named Designated Safeguarding Lead who is a member of Rare Liverpool's leadership team. There are colleagues trained to provide cover for the role.
- Rare Liverpool has procedures in keeping with the LSCB for dealing with any allegations made against any adult working within Rare Liverpool.
- Rare Liverpool follows safer recruitment procedures, including the statutory pre-employment checks on all staff working with young people.

- Rare Liverpool 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.
- Rare Liverpool 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 Rare Liverpool 's training strategy so that all staff, including temporary staff and volunteers, are aware of Rare Studio 's child protection procedures. All staff must have child protection training which is regularly updated. The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads undertake training in keeping with statutory training.
- There is effective analysis of safeguarding data including bullying, attendance, exclusions, behaviour logs, pupils taken off roll, views and the progress and participation of vulnerable students.
- All safeguarding practices are quality assured by the leadership team, including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team.

The Principals will ensure that:

- The Single Central Record is maintained and up-to-date and the safer recruitment practices set out in Keeping Children Safe 2018 are followed in line with Rare Liverpool'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 Rare Liverpool where both staff and children are able to raise concerns about poor or unsafe practices.
- Referrals are made to the Disclosure and Barring Service and / or the National College of Rare Liverpool Leadership as appropriate.
- They liaise with the Local Authority Designated Officer where an allegation is made against a member of staff.
- The Designated Safeguarding Lead has a job description in keeping with the requirements of Keeping Children Safe in Education 2016 and that sufficient time, training and support are allocated to this role, including the appointment of colleagues able to deputise for the Designated Safeguarding Lead who have undertaken the same training.
- The curriculum provides opportunities to help students stay safe especially when on-line. Children should be aware of the support available to them.
- They quality assure Rare Liverpool '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.
- In keeping with the Prevent Duty reasonable checks are made on visiting speakers.

Designated Safeguarding Lead

Keeping Children Safe in Education DfE 2018 sets out the broad areas of responsibility for the Designated Safeguarding Lead:

Manage referrals

The designated safeguarding lead is expected to:

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

Work with others

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

Undertake training

- *The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.*
- *The designated safeguarding lead should undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:*
- *Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;*
- *Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;*
- *Ensure each member of staff has access to and understands Rare Studio's or college's child protection policy and procedures, especially new and part time staff;*
- *Are alert to the specific needs of children in need, those with special educational needs and young carer;*

- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- *Understand and support Rare Studio 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 Rare Studio 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 Rare Studio or college may put in place to protect them.*

Raise Awareness

- *The designated safeguarding lead should ensure Rare Studio or college's child protection policies are known, understood and used appropriately;*
- *Ensure Rare Studio 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 Rare Studio in this; and*
- *Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.*

Availability

- *During term time the designated safeguarding lead (or a deputy) should always be available (during Rare Studio hours) for staff in Rare Studio 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 Rare Studio, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.'*
- *It is a matter for 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 Principal will be the case manager for any allegations against staff and make referrals to the Disclosure and Barring Service or relevant agencies
- 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.
- Rare Studio attends and contributes to child protection case conferences and child in need meetings, ensuring actions are completed in a timely manner. Rare Studio will complete the LSCB agency report ahead of each child protection conference.
- Rare Studio escalates its concerns with other agencies when a child's needs are not being met following the Local Safeguarding Children Board Escalation and Resolution Policy.
- All members of the safeguarding team have received appropriate training; that all referrals made are quality assured and the supervision is provided to the safeguarding team to monitor all decisions and action taken and the well-being of each team member.
- All staff read and understand part 1 and annexe A of the DfE (2018) guidance Keeping Children Safe in Education and make available to them other key documents and guidance.
- All staff and volunteers should:
 - Contribute to ensuring students learn in a safe environment.
 - Read and understand as a minimum part 1 of the DFE (2018) guidance Keeping Children Safe in Education and engage in training which enables them to identify children who may need additional help or who are suffering or likely to suffer significant harm and take appropriate action. Staff should have an understanding of the specific safeguarding issues outlined in part 1 of the DFE (2018) guidance Keeping Children Safe e.g. fabricated or induced illnesses, faith abuse. Be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. 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 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 substance abuse, adult mental health problems or domestic abuse
 - has returned home to their family from care
 - is showing early signs of abuse and/or neglect

- is at risk of being radicalised or exploited
 - is a privately fostered child
- 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. 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 without delay about the behaviour of an adult towards a child to the Head Teacher, Designated Safeguarding Lead, Chair of Trustees 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. 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 Rare Studio's policies including this child protection policy and Rare Studio's code of conduct for adults and the Guidance for Safer Working Practices for Adults Working with Children (2015)
- Be aware safeguarding issues can manifest themselves via peer on peer abuse
- Understand that some children, including those with Special Educational Needs or Looked After, may be more vulnerable to abuse. 'Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This can include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs; and
 - communication barriers and difficulties in overcoming these barriers.' (DFE 2016)
 - The DFE has provided additional practice guidance 'Safeguarding Disabled Children' DFE 2009.
- Have access to Rare Studio's managing allegations against adults procedures and whistle blowing policy. (The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.)
- Have access to 'What to do if you are worried a child is being abused 2015- Advice for practitioners DFE 2015'

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

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

Consideration will need to be given to immediately protecting the child and contacting the police or ringing an ambulance if the child is injured.

- The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will take immediate action 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.
 - **Liverpool Carelinehub** 0151 233 3700
 - **Knowsley MASH** 0151 443 2600
 - **Wirral Integrated Front Door** 0151 606 2008
 - (Out of hours 0151 677 6557)
 - **Halton Social Care Contact Centre** 0151 907 8305
 - (Out of hours 0345 050 0148)
 - **St Helens Contact Centre** 01744 676 600
 - **Sefton** 0345 140 0845
 - (Out of hours 0151 934 3555)
 - **Wigan Duty Team** 01942 828300
- The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will follow the LSCB and Local Authority multi-agency procedures and consider the child's needs alongside the LSCB's Levels of Needs/Responding to Needs Framework (Threshold document) and consider whether an early help assessment (level 2 and 3) or referral to children's services is needed (at level 4).
- Concerns about a child should always lead to help for a child. Rare Studio 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.
- Rare Studio will always seek to follow the Local Safeguarding Children Board procedures which can be found on their website:

[Http://liverpoolscb.proceduresonline.com/](http://liverpoolscb.proceduresonline.com/)

<https://www.knowsleyscb.org.uk/professionals/multi-agency-procedures/>

<https://www.wirral safeguarding.co.uk/procedures/>

<https://seftonlscb.safeguardingpolicies.org.uk/may-2017/procedures-manual/11-introduction>

<http://www.proceduresonline.com/pancheshire/halton/index.html>

<https://www.wigan.gov.uk/WSCB/index.aspx>

<http://children.haltonsafeguarding.co.uk/procedures-guidance/>

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

- Rare Studio's child protection policy which includes the role of the Designated Safeguarding Lead
- Part 1 and Annexe A of Keeping Children Safe in Education (DfE 2018)

- Rare Studio 's Code of Conduct for staff and volunteers
- Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium 2015)
- Definitions of abuse or neglect and possible indicators
- Identified groups of children more vulnerable to abuse
- Specific guidance related to Female Genital Mutilation, Forced Marriage, Child Sexual Exploitation including sexual and criminal, Extremism and Radicalisation, Neglect and online-safety
 - Dealing with allegations against staff and volunteers procedures
- Whistleblowing procedures
- 'What to do if you are worried a child is being abused 2015- Advice for practitioners DFE 2015'

10. Managing allegations against staff and volunteers working at Rare Studio

All staff and volunteers must report any concerns about a member of staff's behaviour towards children to the Principals who will act as the case managers. Concerns can also be discussed with the Designated Safeguarding Lead. Concerns about the headteacher should be raised with Chair of Trustees or nominated Trustees.

Rare Studio 's managing allegations against staff and volunteers policy and procedures will support everyone to take approach action. 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.

11. Allegations of abuse against another student (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: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting (youth produced sexual imagery). Staff should recognise that children are capable of abusing their peers. Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing particularly towards girls. Behaviours by children should never be passed off as 'banter' or 'part of growing up'.

The DFE states 'peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.'

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 Rare Studio 's pastoral system and referred to specialist agencies including, as examples, 'CAMHs', 'Brook' and 'Barnardo's'. A risk assessment may need to be in place, which may be carried out by our on site counsellor. Rare Studio 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/>

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

Staff should also report any concerns about sexting (youth produced sexual imagery) to the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or senior member of staff who will follow the guidance in: Sexting in Schools and colleges: Responding to incidents and safeguarding young people (UK Council for Child Internet Safety) (<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis> provides clarity as to how staff should respond to these incidents).

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

The DFE highlights the risks of new technologies:

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

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

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

13. 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. Rare Studio will follow the pan-Merseyside missing children protocol. Unauthorised attendance will be closely monitored. The attendance of children with known welfare and attendance concerns will be monitored closely, particularly those with chronic poor attendance or persistent absentees.. 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 the Rare Studio Team, are aware of any safeguarding concerns. It is critical that when a child is not attending Rare Studio 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. Rare Studio 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.

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.

14. Private fostering

Rare Studio 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.) 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, 2018). 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.

15. Safe recruitment

Rare Studio will ensure that all appointments follow its recruitment policy and the guidance set out in Keeping Children Safe in Education (DFE 2018). At least one member of the appointments panel will have undertaken safer recruitment. Rare Studio will undertake all the required DFE pre-employments checks and where appropriate record these checks on the single central record and retain evidence in personnel files. Rare Studio will seek written confirmation that third-party organisations including contractor and alternative education providers have undertaken appropriate checks.

Rare Studio is required to inform relevant staff who fall within the scope of Disqualification under the Childcare Act 2006 (<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>) and establish they are not disqualified. The criteria for disqualification under the 2006 Act and the 2018 Regulations includes inclusion on the Disclosure and Barring Service (DBS) Children's Barred List or committing a relevant offence.

16. The safeguarding curriculum

Rare Studio will ensure it has a curriculum map which sets out how to help children keep themselves safe from harm. 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. Rare Studio 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.

17. Confidentiality, information sharing, record keeping and retention

Staff will be told of concerns about a child on a 'need to know basis'. Rare Studio understands the need to keep child protection and safeguarding records securely. Rare Studio will transfer records securely to the next setting and discuss the child's needs before the child starts at the next setting.

Rare Studio 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) 2018 Information management toolkit for Rare Studio.

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.

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

18. Complaints

Complaints about safeguarding should follow Rare Studio 's complaints policy. Rare Studio and Local Authority also have whistle blowing procedures. The Local Authority Officer for dealing with allegations against staff and volunteers can be contacted through Careline on 0151 233 3700.

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

- Part 1 of Keeping Children Safe in Education (DfE 2018)
- Rare Studio 's Code of Conduct for staff and volunteers
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (2015)
- A flowchart summarising the child protection procedures (Appendix 1)
- Definitions of abuse or neglect and possible indicators (Appendix 2)
- Specific guidance related to Female Genital Mutilation, Forced Marriage, Child Sexual Exploitation, Neglect and e-safety (Appendix 4)
- Dealing with allegations against staff and volunteers procedures
- Whistleblowing procedures
- Preventing extremism and radicalisation policy statement
- E-safety and cyber bullying policy statement

APPENDIX 1

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

In exceptional circumstances, concerns may be referred directly to children's social care

Designated Safeguarding Lead records concern and keeps in confidential safeguarding file.

↓ **Record**

↓ **Refer**

↓ **Monitor**

- Designated Safeguarding Lead discusses decision with a Principal and agree to refer to social care
- Once discussed with parents Designated Safeguarding Lead decides to record concern, monitor or refer to social care
- Staff asked to monitor child and feedback to the Designated Safeguarding Lead within an agreed timescale
- The local authority Designated Officer (LADO) deals with concerns about adults working at Rare Studio
 - Contact details:
 - 0151 233 3700

Flowchart:

↓ Concern put in writing on a Safeguarding concern form

↓ Decision made to refer the concern to social care or, Decision made to discuss the concern informally with the parents/carers, or Decision made to monitor the concern.

↓ Designated Safeguarding Lead reviews concern form and makes a decision about next steps

↓ Contact Details Social Care Referrals:

- Liverpool Careline 0151 233 3700
- Knowsley Mash on 0151 443 2600
- Wirral Integrated Front Door 0151 606 2008
- Sefton 0345 140 0845

What to do during a disclosure

During a disclosure:

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

Things to say to a child during a disclosure:

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

Never:

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

Following the Disclosure

- Leave the child with another adult whilst you report your concerns immediately to the Designated Safeguarding Lead
- Record your concerns on Rare Studio child protection/safeguarding concern form
- Use the child’s own language and exact words and write down what the child tells you e.g. ‘The child told me...’
- Differentiate between fact, opinion, interpretation, observation and allegation.
- Be accurate e.g. ‘She showed me a burn mark on her right forearm. She told me her mother did this with a cigarette’
- Opinions should be clearly stated e.g. ‘I thought this might be because...In my opinion...’

- Note down any witnesses or anyone who might corroborate your record
- Record the date and time of the incident and add your signature to the record.
- Place the child protection/child welfare form in the hand of the Designated Safeguarding Lead, Principal or other senior member of staff
- Consider how best to manage your own feelings
- Following reporting your concerns remember that the disclosure not be discussed with other staff without the agreement of the Designated Safeguarding Lead

APPENDIX 2

CHILD PROTECTION/CHILD WELFARE CONCERN FORM:

Concerns should be reported **immediately**. This form is used to record safeguarding and welfare concerns and communications about the young person. It should be passed to the Designated Safeguarding Lead or another CP coordinator and filed securely. Rare Studio 's child protection policy should always be followed.

NAME OF STUDENT:	
YEAR/SUBJECT	
AGE:	
DATE:	TIME:

Report (attached further sheets if necessary):

STAFF NAME:	SIGNED:
RECEIVED BY DESIGNATED OFFICER DATE:	
DO NAME:	SIGNED

Action taken:

APPENDIX 3

GUIDANCE FOR STAFF

1. Definition and Recognition of Child Abuse

The needs and rights of children fall into the following main categories:

- The need for physical care and protection from preventable harm
- The opportunity for physical and mental growth
- The need for love and security and the opportunity to relate positively to others
- The need for new experiences and help in relating to their environment by way of organising and mastering age-appropriate levels of responsibility
- The need for intellectual development

A parent must be able to meet those needs or to help their child by ensuring they are otherwise met.

A child may be considered to be abused, or at risk of abuse, by its parents/carers when those basic needs are not being met. Careful professional and legal assessments are essential when determining whether a child's needs are not being met to such an extent that it contributes abuse.

Categories of Child Abuse and Their Definition

Physical Abuse

This is an injury to a student where there is a definite knowledge or a reasonable suspicion that the injury was inflicted or knowingly not prevented

Sexual Abuse

This is defined as the involvement of dependent, developmentally immature students and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informed consent, or that violate the social taboos of the family rules

Kempe and Kempe 1978

This includes for example, incest, sexual relationships with other students in one's care (adoption/step or fostering situation), and all other forms of sexual exploitation including pornography

Neglect

The persistent or severe failure to meet the needs of a student that results in the significant impairment of that student's health or development.

This may be the exposure to danger or by repeated failure to attend to the physical and developmental needs of the student.

Emotional Abuse

The persistent or severe emotional ill treatment of a student, which has severe adverse effect on the behaviour and emotional development of the student.

There is an element of emotional abuse in all forms of abuse. Emotional ill treatment may be coldness, hostility, constant criticism or ridicule or extreme inconsistency towards a student.

Note – These categories are not mutually exclusive and students may well be subject to more than one form of abuse.

2. Recognition – Signs and Symptoms

Child abuse occurs to students of both sexes and of all ages and in all cultures, religions and social classes.

- All students have the right to be protected
- Identification of student abuse is difficult and normally requires both social and medical assessment.

The following information on signs and symptoms is not exhaustive and it should also be remembered that abuse might be only one of many causes that could produce any one symptom.

Initially, a situation might not seem particularly serious but it is worth remembering that prompt help to a family in trouble may prevent a more serious situation developing.

Physical Abuse (Injury)

Non-accidental injury to students by adults is often difficult to detect. Always remember that symptoms that are difficult to explain could be the result of inflicted injuries.

The following provides a guide to the more common non-accidental injuries.

Bruises

Most injuries to students are accidental and can be explained simply; all students receive bumps and bruises as a result of normal play. Most falls or accidents produce one bruise on a single surface, usually a bony surface.

Bruising in accidents is usually on the front of the body as students generally fall forwards; there may be marks on their hands where they have tried to break their fall.

Bruising may be faint or severe. Some skins shows bruising very easily, others do not; bruises on black students for instance are more difficult to detect.

There may be a pattern to bruising, e.g. after the weekend

Unusual sites for accidental bruising

- Back, back of legs, buttocks
- Mouth, cheeks, behind the ear
- Stomach, chest
- Under the arm
- Genital or rectal areas (care if student is learning to ride a bike)
- Neck

Common types of non – accidental injuries

- Symmetrical black eyes are rarely accidental, although they may occur where there is a fracture of the head or nose. Careful consideration is required whenever there is an injury around the eye.
- Bruising in or around the mouth
- Grasp marks on arms
- Finger marks
- Symmetrical bruising (especially on ears)
- Outline bruising (belt marks, hand prints)
- Linear bruising
- Different age bruising on a student at any one time other than on common sites of accidental injury for a student of that age.

Bites

These can leave clear impressions of teeth. Human bites are oval or crescent shaped. If the distance is more than 3 cm across, an adult or another student with permanent teeth must have caused them.

Burns

It can be very difficult to distinguish between accidental and non-accidental burns, but as a general rule burns with clear outlines are suspicious as are burns of uniform depth over a larger area and also splash marks above a main burn area (usually caused by hot liquid being thrown)

Remember also:

- A student is unlikely to sit down voluntarily in a bath which is too hot and cannot accidentally scald its bottom without also scalding its feet.
- A student getting into too hot water of its own accord will struggle to get out again and therefore there will be splash marks

- Small round burns may be cigarette burns

Scars

Students may have scars but notice should be taken of an exceptionally large number of scars, especially when coupled with different age bruising, unusual shaped scars, or large scars which did not receive medical treatment.

Fractures

These should be suspected if there is pain, swelling and discolouration over a bone or joint. The most common non-accidental fractures are of long bones (arms, legs, ribs). It is rare for a parent to be unaware that a student has been hurt in this way, as the pain caused will cause the student to inform someone.

Factors associated with injuries that may arouse suspicion of being non-accidental are:

- Explanation not consistent with the injury
- Changes of explanation
- Unreasonable delay in seeking medical advice
- A history of frequently repeated injury
- Constant complaints about a student
- Over-hasty or violent reaction to a student's naughty or annoying behaviour
- Unrealistic expectations of a student's performance.

Sexual Abuse

It is essential that professionals in contact with students accept that students of both sexes and all ages are sexually abused.

The abuse is often kept secret by a variety of methods and may carry on for considerable periods of time before it comes to anyone's attention.

Sexual abuse often presents in a veiled way. Although some victims have genital injuries, STIs or are pregnant, most show no signs. Recognition of sexual abuse is more likely to come from a direct statement made by the student rather than suspicious signs or symptoms. The following are a list of indicators again the lists are not exhaustive, those marked with an asterisk * should be taken very seriously:

Physical Signs

- Vaginal bleeding in pre-pubescent girls*
- Genital lacerations or bruising*
- STIs*
- Abnormal dilation of vagina, anus or urethra
- Pregnancy – especially in younger girls with no explanation of the father*
- Itching, soreness or unexplained bleeding from vagina or anus
- Pain in passing urine
- Faecal soiling or retention

Behavioural Signs

- Explicit or frequent sexual preoccupation in talk and play
- Sexually provocative relationship with adults
- Hinting at sexual activity or secrets through word, play or drawing
- Excessive sexual awareness inappropriate to the student's age

General

- Undue fear of adults
- Running away
- Self-harm
- Suicide attempts
- Behavioural problems, withdrawal, wetting or soiling, sleep disturbance.
- Behaviour indicating a role reversal in the home e.g. daughter taking over a mothering role
- Inappropriate displays of affection between a student and adult e.g. flirtatious or seductive behaviour.

Behaviour especially notable in class

- Learning problems, poor concentration, sudden drop in performance; although it must be noted that for some sexually abused students, Rare Studio is a haven and they excel and are often reluctant to leave.
- Marked reluctance to partake in physical activities or to change clothes for activities
- Poor peer group relationships and an inability to make friends
- Regular avoidance and fear of medical examinations.

Neglect

Warning signs apart from a student's obviously neglected appearance include:

- Inappropriate clothing or lack of clothing and an unawareness from the carer that the student is inadequately dressed.
- A student who appears underfed and is frequently unwell with a permanent runny nose
- A student who is left unsupervised or with a variety of different carers
- A student who thrives away from home
- A student with poor language development or other developmental delays
- A student whose parents persistently fail to seek or follow medical advice.

Non – Organic failure to thrive

- Students with poor weight gain
- Poor growth, sparse hair, poor skin tone
- Perverse eating habits, gorging, stealing food, enormous appetite
- Poor sleeping patterns

Emotional Abuse

Emotional abuse may take the form of failure to meet a student's need for attention, affection or stimulation (even though good physical care may be provided) or there may be constant verbal abuse, rejection, scapegoating, threats of violence or attempts to frighten a student.

Conversely some carers may be so over-protective and possessive that they prevent normal social contact or physical activity. Both states can be difficult to document or evaluate, but there may be crippling long-term effects on a student's development.

Students suffering from emotional abuse may:

- Exhibit excessively clingy or attention seeking behaviour
- Be fearful, withdrawn or emotionally "flat"
- Constantly seek to please
- Be over-ready to relate to anyone, even strangers
- Have an impaired ability for enjoyment or play
- Lack curiosity and natural exploratory behaviour
- Be retarded in language development
- Have a low self-esteem and feelings of worthlessness
- Suffer eating disturbances, growth failure or lack of body tone.

1. Risk Factors

All Forms of Abuse

Certain characteristics have been found to be associated with all forms of abuse, including:

- A history of abuse in the childhood of one or both parents
- Violent behaviour of the parents towards each other, or signs of stress in the adult relationship
- Immature parents often feeling socially isolated
- Parents of low intelligence
- Parents who abuse alcohol or drugs
- Parents with significant mental health problems
- Students born prematurely or with handicaps or low birth weights
- Unwanted pregnancies or illegitimate students
- A recent pregnancy in the family
- Situations of social stress in the family
- Situations where there appears to be a lack of bonding in the family.

APPENDIX 4

Advice to staff

- Situations to be aware of are those when staff are alone with a student. Staff are advised to not be alone with a student unless absolutely necessary, and if they are alone, to ensure that the door is wedged open, and that another member of staff knows they are alone.
- Staff in a car with a student are advised to ask the student to sit in the back.
- Staff are advised not to: e-mail students on their personal accounts; engage in communication through social networking sites; or text students from their own mobile phones.
- Staff are asked to sign that they have read the policy and training has been given.
- Staff must note that they cannot ever promise confidentiality to a student who wants to tell them something
- When a student discloses something the staff member must inform them that they will have to take this to the CPO
- Staff are advised never to ask leading questions; they must ask open questions that encourage a story to flow.
- If a student discloses abuse by one or more students against another student, it must be reported immediately to the CPO, and arrangements will be made to keep all the students involved safe.

- If a disclosure is made or there is a suspicion of abuse the CPO will be informed and all the evidence will be noted carefully and stored securely. The disclosure will be reported and then a referral made within 24 hours normally to Liverpool City Council Safeguarding Board and the agencies will work together from that point forward.

APPENDIX 5

General Indicators of abuse and neglect:

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

A child may:

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

- have soreness or bleeding in genital or anal areas or in the throat
- misuse drugs or alcohol

Groups of children who are vulnerable to abuse and neglect

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

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

APPENDIX 6

Specific guidance in relation to forced marriage, female genital mutilation, child sexual exploitation, children with disabilities and neglect, Extremism and Radicalisation, Peer-on Peer abuse and Sexual violence or/and sexual harassment

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

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

The Law:

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

Definitions:

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

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

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

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

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

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

- See them immediately in a secure and private place where the conversation cannot be overheard.

- See them on their own – even if they attend with others
- Remember if a child is at risk you cannot keep a secret but must refer them to The Designated Safeguarding Lead using the form in Appendix 2

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

Useful Words

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

Izzat – mainly used in South Asian families meaning Honour

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

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

Sharaf – general honour code which includes responsibility for protecting Ird

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

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

Female Genital Mutilation:

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

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

National Legislation

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

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

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

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

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

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

- A child talking about a special ceremony
- A family arranging a long holiday abroad ☒ Knowledge that an older sibling has undergone FGM
- A child belonging to one of the high-risk communities listed above
- A young person talking of getting ready for marriage, becoming a woman or being cut
- A young person becoming withdrawn and anxious
- A young person being concerned about a forthcoming holiday

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

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

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

What schools should NEVER do:

- Delay sharing information
- Attempt to mediate with the family or the community

- Inform the parents they have made a referral without the consent of police and Children's Services

Child Sexual Exploitation

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

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

A definition of sexual exploitation:

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

Barnardos provides the following key guidance:

Young people who are socially, emotionally and economically vulnerable are at particular risk of sexual exploitation. The following are typical vulnerabilities in children prior to abuse:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality).

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

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

- Associating with significantly older men
- Getting into cars of an unknown male, including being picked up at school or care home
- Having keys to unknown premises or having hotel keys/key cards
- Unusual association with taxi drivers/firms
- Missing from home or care, absence from school.
- Regularly returning home late or going missing overnight or for several days
- Knowledge of different towns or cities
- Being defensive about where they have been and what they have been doing
- Physical injuries and having marks or scars on the body which they try to conceal
- Drug or alcohol misuse.
- Involvement in criminal offending behaviour
- Becoming disruptive at home or school
- Repeat sexually-transmitted infections, pregnancy and terminations.
- Change in physical appearance including looking tired or ill and sleeping during the day
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites.
- Disclosure of a sexual assault which is later withdrawn
- Estranged from their family and being hostile and aggressive with parents/carers
- Receipt of gifts from unknown sources. (e.g. money, mobile phones, clothes, jewellery)
- Having multiple mobile phones and/or sim cards
- Overt sexualised dress
- Sexting

- Changes in physical appearance (more/less make up, poor self-image)
- Recruiting others into exploitative situations.
- Poor mental health.
- Self-harm or thoughts of or attempts at suicide
- Displaying sexually inappropriate or harmful behaviours

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

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

Examples:

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

Neglect

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

Neglect is extremely damaging to children in the short and long term. The experience of neglect affects physical, cognitive and emotional development; friendships, behaviour and opportunities. For many people, the most obvious form of neglect is poor physical care. It is certainly very damaging for children's health and development to be inadequately fed and clothed. But neglect can also take many other forms, not all of them accompanied by the obvious physical signs of being severely under- or over-weight, dirty and scruffy.

Some sign, symptoms and indicators of neglect:

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

- child has behavioural difficulties, under stimulation, cries excessively, seeks attention or is withdrawn
- poor concentration or finds it difficult to settle in
- destructive or aggressive
- child socially isolated from peers, absence of friends

Extremism and Radicalisation (please refer to the policy statement for further information)

Signs of vulnerability There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk.

Signs of vulnerability can include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard¹⁶ to the need to prevent people from being drawn into terrorism”.¹⁷ This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools’ and colleges’ wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

Additional support

The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

Educate Against Hate, a website launched by the Her Majesty’s Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

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

The school’s or college’s designated safeguarding lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Sexual violence and sexual harassment between children

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

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

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

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media;
 - sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead, deputy or a Safeguarding Officer.