



RARE STUDIO AND RARE SCHOOL OF FASHION AND ART

Child Protection and Safeguarding Policy

2024-25

Role / organisation	Name	Contact details
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Child Protection and Safeguarding Policy and Procedure

Introduction

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

Safeguarding Policy

Rare, its staff and its volunteers, are committed to ensuring safe environments for children and young people and believe that it is always unacceptable for a child or young person to experience abuse of any kind. We recognise our responsibility to safeguard the welfare of all children and young people, by a commitment to recommend best practice which protects them.

All teachers are DBS checked and fully insured and several teachers are also First Aid trained and attend Child Protection and Safeguarding Training.

Scope

This policy applies to our paid staff, volunteers, students, or anyone working on behalf of the school.

We recognise that:

- the welfare of the child/young person is paramount
- all children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation, or identity, have the right to equal protection from all types of harm or abuse
- children who are LGBT (or perceived to be, whether this is accurate or not) can be targeted by other children
- working in partnership with children, young people, their parents, carers, and other agencies is essential in promoting young people's welfare
- young people's experiences and relationships beyond the family may mean they are more or less likely to experience significant harm.
- any child may benefit from early help but all staff should be particularly alert to the potential need for early help for a child that falls into any of the categories list below:
 - is disabled or has certain health conditions and has specific additional needs
 - has special educational needs (whether or not they have an EHCP)
 - has a mental health need
 - is a young carer
 - is showing signs of being drawn in to anti-social or criminal behavior, including gang involvement and association with organized crime groups or county lines
 - is frequently missing / goes missing from care or from home
 - has experienced multiple suspensions or is at risk of being permanently excluded
 - is at risk of modern slavery, trafficking, sexual or criminal exploitation
 - is at risk of being radicalised or exploited

- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is at risk of 'honour' based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child
- is persistently absent from education

The purpose of the policy

- to provide protection for the children and young people who attend our school
- to provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of harm

We will seek to safeguard children and young people by:

- valuing them, listening to and respecting them
- adopting child protection guidelines through procedures and safe working practice for staff and volunteers
- recruiting staff and volunteers safely, ensuring all necessary checks are made
- sharing information about child protection and safe working practice with children, parents, staff, and volunteers
- sharing information about concerns with agencies who need to know, and involving parents and children appropriately
- providing effective management for staff and volunteers through supervision, support, and training including clear distinctions between general concerns and immediate risk scenarios

Abuse, neglect and exploitation

- All staff should be aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.
- All school and college staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.
- All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.
- All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online,

this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or a deputy.

Indicators of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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

Safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Below are some safeguarding issues all staff should be aware of.

Child-on-child abuse

- All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.
- All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening. It may be the case that abuse is not being reported. As such it is important that when staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).
- It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Examples of which are listed below. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- Child-on-child abuse is most likely to include, but may not be limited to:
 - bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

- sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos⁸ (also known as sexting or youth produced sexual imagery)
- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Child criminal exploitation (CCE) and child sexual exploitation (CSE)

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

Child criminal exploitation (CCE)

- Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.
- Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as

knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

- It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child sexual exploitation (CSE)

- CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.
- CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media.
- CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex.

Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship.

Domestic abuse

- Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate

relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Female genital mutilation (FGM)

- Whilst **all** staff should speak to the designated safeguarding lead (or a deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. See page 34 for further information.

Mental health

- **All** staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken to follow their school or college's child protection policy and by speaking to the designated safeguarding lead or a deputy.

Serious violence

- **All** staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, a change in friendships or relationships with older individuals or groups, a significant decline in educational performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Roles and Responsibilities

Designated Safeguarding Leads (DSL):

Lindsay Inglesby, Principal.

Darcy Preston, Head of Pastoral

The Designated Safeguarding Lead will ensure the safeguarding policy is reviewed annually, that all staff have completed the appropriate level of safeguarding training for their role and is the key point of contact for all staff concerning and safeguarding issues they may have.

Key Responsibilities:

- Manage referrals – making referrals and supporting staff who make referrals
- Work with others – Liaise internally with staff, volunteers, and families and externally with partners and agencies as required.
- Ensure sufficient training – undergo appropriate training as the DSL and ensure all staff and volunteers are appropriately trained in line with prevailing legislation.
- Ensure a designated teacher has been appointed to promote the educational achievement of children who are looked after by the Local authority and ensure this person has appropriate training.

Responsibilities of all members of staff:

All members of staff will complete the training requested by the Designated Safeguarding Lead and become familiar with the procedures for identifying and processing referrals.

However, where a child is in immediate need, to protect the child, the police should be called on 999.

If we are delivering training as part of a subcontract, we will follow the Lead Contracts referral process for Safeguarding.

Procedures for reporting Child Protection or Welfare Concerns:

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

Children's Advice and Support Service (CASS) number 0151 459 2606

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 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 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.wirralsafeguarding.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/>

Managing allegations against staff and volunteers working at Rare

All staff and volunteers must report any concerns about a member of staff's behavior towards children to the Principal or Head of Pastoral, who will act as the case managers. Concerns can also be discussed with the Designated Safeguarding Lead.

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

Confidentiality, information sharing, record keeping and retention

Staff will be told of concerns about a child on a 'need to know' basis. Rare understands the need to keep child protection and safeguarding records securely.

Rare will transfer records securely to the next setting and discuss the child's needs before the child starts at the next setting.

Rare 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.

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

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.

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:

- Children's Advice and Support Service (CASS) number on 0151 459 2606
- 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 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 is not to be discussed with other staff without the agreement of the Designated Safeguarding Lead

Detailed guidance will be provided during regular training and development activities.