

LIPA
SIXTH FORM
COLLEGE

Safeguarding & Child Protection Policy

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Document Version History

Version	Date	Change Summary
1.0	April 2018	New Policy. Sixth Form Board to consider, and if appropriate, approve.
1.1	August 2022	Revised. Sixth Form Board to consider, and if appropriate, approve.
1.2	March 2020	Updated for COVID-19 safeguarding procedures (Section 20)
1.3	August 2020	Annual review & updates
1.4	August 2021	Annual review & updates

Safeguarding & Child Protection Policy

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

1 Child Protection Statement:

‘Our college is committed to safeguarding children and promoting children’s welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act, without delay, to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The college 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, 2022).

2 Definitions:

A child includes anyone under the age of 18.

Child protection (section 47): *‘Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.’*

Safeguarding Children (section 17): *‘Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.’*

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.’ (Keeping Children Safe in Education, DfE, 2022).

The definitions of physical abuse, emotional abuse, sexual abuse and neglect are set out in the DFE guidance (Keeping Children Safe in Education, DfE, 2022).

Detailed and recent information produced by the NSPCC in relation to the definitions, signs and symptoms of abuse can be found in appendix 1 or by following this link: <https://www.nspcc.org.uk/globalassets/documents/information-service/definitions-signs-child-abuse.pdf>

3 Policy Aims

- To ensure responsibilities and procedures are fully understood and that everyone can recognise signs and indicators of abuse or neglect and respond to them appropriately.
- To ensure that the college'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, 2022) reminds us that all staff should maintain an attitude of "it could happen here" where safeguarding is concerned.
- Learners should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the interests of the child, in order to protect them.
- The college recognises that scrutiny, challenge and supervision are key to safeguarding young people.
- The college 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, right through to the teenage years.' (DfE, 2022).
- 'All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.' (DFE, 2022).
- '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) that may follow a referral, along with the role they might be expected to play in such assessments.' (DFE, 2022).
- All staff have responsibility to report their concerns about a learner **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.
- 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.' (DfE, 2022).
- The college will work in partnership with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child in order to safeguard them. 'Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.' (Working Together to Safeguard Children, DfE, 2018).
- The college will work with other agencies to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.

- The college will follow the Local Authority and the Local Safeguarding Children’s Board’s procedures and provide them with information as required.
- Staff, children and families will need support following child protection processes being followed.
- Children have a right to learn ways to keep themselves safe from harm and exploitation.

5 Legislation and Guidance

Colleges must have regard for the DfE statutory guidance ‘Keeping Children Safe in Education (DfE, 2022). **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 schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a college, or who are students under 18 years of age attending further education institutions. The same duty applies to independent colleges (which include Academies and free schools) 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’.

In addition, Working Together to Safeguard Children (DfE, 2018) 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).

The college therefore understands its responsibility to engage with other professionals in Early Help Assessments when a child’s needs according to the Local

Safeguarding Children Board's Responding to Need and Level of Needs framework sit below the requirement for a statutory assessment.

The Counter-Terrorism and Security Act (2015) places a duty upon local authorities and educational providers to 'have due regard to the need to prevent people from being drawn into terrorism'. The DfE has provided statutory guidance for educational institutions: '**The Prevent Duty**' (June 2015). The guidance summarises the requirements on colleges and child care providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Our college will ensure that staff are aware of the indicators of extremism and radicalisation and know how to respond in keeping with local and national guidance. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral via Children's Services to the Channel programme. Equally, learners will be made aware of the risks and support available to them. We will ensure that learners are safe from terrorist and extremist material when accessing the internet in colleges. The Government has developed an 'educate against hate' website providing information and resources for colleges and parents to support them to recognise and address extremism and radicalisation in young people.

'Section 5B of the Female Genital Mutilation Act (2003, as inserted by section 74 of the Serious Crime Act, 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Information on when and how to make a report can be found at:

<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 the 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, 2022).

The college will also consult the government guidance **Multi-agency statutory guidance on female genital mutilation** (2016). In addition, the college recognises the important role college has in safeguarding children from Forced Marriage. The Forced Marriage Unit has published **Multi-agency guidelines**, with pages 32-36 focusing on the role of colleges. College staff can contact the Forced

Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fm@fco.gov.uk.

Honour based violence is the term used to describe murders in the name of so-called honour, sometimes called 'honour killings'. These are murders in which predominantly women are killed for perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame. The college recognises that it has a responsibility to respond to so-called 'Honour-based violence' in a similar way to domestic violence and forced marriage.

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 college, 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 college student over the age of 18.

The college will also take account of additional DfE guidance including:

- CSE Definition and a guidance for practitioners. (DfE, 2017).
- Criminal Exploitation of children and vulnerable adults: County Lines Guidance (DFE, 2017).
- Disqualification under the Childcare Act (2006) .
- Information sharing: Advice for practitioners providing safeguarding services (HMG, 2018).
- The Prevent Duty - Departmental advice for schools and childcare providers (DFE, 2015).
- How social media is used to encourage travel to Syria and Iraq (DfE Briefing note for schools).
- The Ofsted School Inspection Handbook and Ofsted guidance: Inspecting safeguarding in early years, education and skills.
- What to do if you are worried [a child is being abused 2015- Advice for practitioners](#) (DFE, 2015),
- Other DfE statutory guidance including: attendance and children who go missing from home or care: <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

6 Communicating with parents and visitors

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

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

The college 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. Colleges are not able to investigate child protection concerns but have a legal duty to refer them. In most instances the college will be able to inform the parents/carer of its need to make a referral. However, sometimes the college is advised by children's services or police that the parent/carer cannot be informed whilst they investigate the matter or make enquires. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The college follows legislation that aims to act in the interests of the child.

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

The names and photographs of the designated safeguarding lead and those who deputise for them are displayed in reception and on the website.

Safeguarding Framework

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

- attendance
- anti-bullying including cyber bullying
- behaviour for learning
- code of conduct for staff, governors and volunteers (guidance on safer working practices)
- children in care (Looked After Children)
- equal opportunities

- emergency planning
- evacuation and lock-down procedures
- first aid
- on-line safety
- risk assessments
- safe recruitment practices
- managing allegations against staff and volunteers
- college and site security
- safeguarding advice for visitors
- special educational needs and disabilities
- whistle-blowing

7 Roles and responsibilities

The Principal is Charles Bartholomew, who can be contacted on c.bartholomew@lipasixthformcollege.org or on 0151 330 3232.

The Chair of Governors is Dr Joanna Moriarty, who can be contacted by email on j.moriarty@lipa.ac.uk

The Designated Safeguarding Lead for Child Protection is Victoria Smith, Deputy Principal who can be contacted on v.smith@lipasixthformcollege.org, or on 0151 330 3232.

Those trained to provide cover for the role of Designated Safeguarding Lead are Amy Deane (Assistant Principal and Deputy DSL), Charles Bartholomew and Susan Templeton, who can be contacted on a.deane@lipasixthformcollege.org, c.bartholomew@lipasixthformcollege.org and s.templeton@lipasixthformcollege.org respectively, or on 0151 330 3232.

The nominated Safeguarding / Child Protection Governor is Mrs Sue Doherty, who can be contacted by contacting admin@lipasixthformcollege.org or calling 0151 330 3232.

The nominated governor for dealing with allegations against the Head Teacher is Dr Joanna Moriarty, who can be contacted by email on j.moriarty@lipa.ac.uk

The Governing body should ensure that:

- The college meets the statutory responsibilities set out in Keeping Children Safe in Education (DFE, 2022) and Working Together to Safeguard Children (DFE, 2018).
- The college has a strategy for providing early help together with other agencies and supporting children and families by carrying out early help assessments, drawing upon the LSCB's 'Responding to Needs Framework.'
- The child protection policy is reviewed annually by the full governing body and available to parents, normally via the college's website.
- All adults working within the college are aware of the college'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, 2022).
- The college's practice is reviewed in line with Local Authority guidance, Local Safeguarding Children Board (LSCB) priorities and any actions identified in the Local Authority 175 Audit are completed.
- There is a named Designated Safeguarding Lead who is a member of the college leadership team. There are colleagues trained to provide cover for the role.
- The college has procedures in keeping with the LSCB for dealing with any allegations made against any adult working within the college.
- There is a nominated governor, the chair, who is the case manager for managing any allegations against the Principal.
- There is an additional nominated governor to liaise with the Designated Safeguarding Lead and champion child protection/safeguarding on behalf of the safeguarding body.
- The college follows safer recruitment procedures, including the statutory pre-employment checks on all staff working with young people. The Chair of Governors and safeguarding governor together with the College Principal review the college's single central record.
- The college itself is a safe environment where the views of children and families are listened to and where learners are taught about safeguarding and how to keep themselves safe, including on the internet or when using new technology. Any complaints about services lead to improvements in practice.
- The college will ensure there are appropriate filters and monitoring systems in place in respect of internet use.
- It scrutinises the impact of the college's training strategy so that all staff, including temporary staff and volunteers, are aware of the college's child protection procedures. All staff must have child protection training which is regularly updated.
- There is effective analysis of safeguarding data including bullying, attendance, exclusions, behaviour logs, pupils taken off roll, the views and progress and participation of vulnerable students.
- All safeguarding practices are quality assured by the leadership team, including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team.
- The governing body will appoint an appropriately trained designated teacher to promote the educational achievement of children who are looked after.

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

The College Principal will ensure that:

- The Single Central Record is up to date and the safer recruitment practices set out in Keeping Children Safe in Education (DFE, 2022) are followed in line with the college's Safer Recruitment Policy and Procedures. At least one member of every recruitment panel has attended safer recruitment training.
- Job descriptions and person specifications for all roles make specific reference to child protection and safeguarding.
- There is a listening culture within the college 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 College 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 (2022) and that sufficient time, training and support are allocated to this role, including the appointment of colleagues able to deputise for the Designated Safeguarding Lead who have undertaken the same training.
- The curriculum provides opportunities to help students stay safe especially when on-line. Children should be aware of the support available to them.
- They quality assure the college'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 that reasonable checks are made on visiting speakers.

Designated Safeguarding Lead (DSL)

Keeping Children Safe in Education (DfE, 2022) 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 College 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, school nurses, IT technicians and the on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- Liaise with the college SENCO, Amy Deane, in relation to dealing with safeguarding issues which affect a student with an SEN need.
- Act as a source of support, advice and expertise for staff.

Undertake training

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

The designated safeguarding lead should undertake Prevent awareness training.

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

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the college’s child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the college staff with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

- *Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up-to-date capability required to keep children safe whilst they are online at school or college*
- *Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online*
- *Obtain access to resources and attend any relevant or refresher training courses; and*
- *Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and any measures the school or college may put in place to protect them.*
- *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, and any measures the college or college may put in place to protect them.*

Raise Awareness

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

Child protection file

- *Where a learner leaves the college, the DSL will ensure the learner's child protection file is transferred to the new college or college as soon as possible. This is transferred separately from the main pupil file, ensuring secure transition. Confirmation of receipt is obtained.*
 - *If a child moves on to a different setting, the designated safeguarding lead will consider whether it would be appropriate to share any information with the new school or college in advance of the child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.*

Availability

- *During term time the designated safeguarding lead (or a deputy) should always be available (during college or college hours) for staff in the college or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, in*

exceptional circumstances availability via phone and or MS Teams or other such mediums is acceptable.'

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

In addition to the role outlined in Keeping Children Safe (2022), the Designated Safeguarding Lead is also expected to ensure that:

- Children's Services is notified if a child subject to a Child Protection Plan is absent for more than two days without explanation and the social worker is informed when a child subject to a Child Protection Plan or a Child in Need Plan moves to a new setting;
- A training log is kept of all child protection training include the names of those attending. All staff must have regular training and updates.
- Child protection records are kept securely and separately from the child's normal file;
- The college attends and contributes to Child Protection Case Conferences and Child in Need Meetings, ensuring actions are completed in a timely manner;
- The college escalates its concerns with other agencies when a child's needs are not being met;
- 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 (2022) 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 and Annexe A of the DfE (2022) 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 (2022) guidance Keeping Children Safe e.g. fabricated or induced illnesses, faith abuse. Be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting can put children in danger. Staff should be alert to the signs of peer on peer abuse and take appropriate action.
- Recognise that any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs

- has special educational needs (whether or not they have a statutory education, health and care plan)
 - is a young carer
 - showing signs of being drawn in to anti-social or criminal behaviour, including gang
 - involvement and association with organised crime groups
 - frequently missing/goes missing from care or from home
 - is misusing drugs or alcohol themselves
 - 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 Principal, Designated Safeguarding Lead, Chair of Governors or if required the Local Authority Designated Officer for Allegations against Staff.
 - Understand their responsibility to escalate their concerns and 'press for reconsideration' if a child remains at risk or their needs are not met. This includes the understanding that any member of staff can make a referral to Children's Services if required to do.
 - Teachers and those providing teaching **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.
 - Follow the school's policies including this child protection policy and the school's code of conduct for adults and the Guidance for Safer Working Practices for Adults Working with Children (2022).
 - 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 the school’s managing allegations against adults procedures and whistle blowing policy.
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.
- Have access to ‘What to do if you are worried [a child is being abused 2015- Advice for practitioners](#) DfE 2015’.

8 Procedures for reporting Child Protection or Child Welfare Concerns:

- All concerns should be reported without delay directly to the Designated Safeguarding Lead, Designated Safeguarding Deputies, Principal or any member of the College Leadership Team. This should be followed by a written account of the concerns completed on the college’s CPOMS system.
- Consideration will need to be given to immediately protecting the child and contacting the police and/or ringing for an ambulance if the child is injured.
- 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.

Referrals are made to Merseyside local authorities using the following contact numbers, though the relevant local authorities will be contacted when a learner lives in a different area.

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. The school may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed.
- The school will always seek to follow the Local Safeguarding Children Board procedures which can be found on their website:

<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/>

'School Improvement Liverpool Schools' Safeguarding Handbook' and Part 1 of Keeping Children Safe in Education (DfE, 2022) provides key flowcharts and guidance to support staff and volunteers' understanding and decision making. This will support staff to make a referral themselves should that become necessary. The Designated Safeguarding Lead should be informed, as soon as possible, following the need for another member of staff to make a referral.

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

If a teacher in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police. Keeping Children Safe in Education (2022) provides additional guidance.

Concerns that a child is being radicalised should follow the normal safeguarding referral mechanism with an additional Channel referral being made to the Local Authority's Prevent and Channel team.

9 Additional child protection guidance provided to all adults working with young people which will include:

- Part 1 and Annexe A of Keeping Children Safe in Education (DfE, 2022)
- The college's Code of Conduct for staff and volunteers
- The college's behaviour policy for children

- Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium 2022)
- A flowchart summarising the child protection procedures
- Definitions of abuse or neglect and possible indicators
- Identified groups of children more vulnerable to abuse
- Specific guidance related to including Female Genital Mutilation, Forced Marriage, Child Exploitation including sexual and criminal, Extremism and Radicalisation, Neglect 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 the school

All staff and volunteers must report any concerns about a member of staff’s behaviour towards children to the College Principal who will act as the case manager. Concerns can also be discussed with the Designated Safeguarding Lead. Concerns about the Principal should be raised with Chair of Governors or nominated governor. The school’s managing allegations against staff and volunteers policy and procedures will support everyone to take approach action, details of which can be found in the appendix to this policy.

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 (2022) provides further guidance. In addition to the school’s own procedures multi-agency procedures can be found on the school’s website.

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 leader. 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 the college'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. The school curriculum will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including 'sexting' or 'initiation/hazing' behaviours.

Additional guidance is available on the NSPCC website:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/online-abuse/legislation-policy-practice/>

12 On-line safety, data protection and the use of 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).

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

Similarly, the attendance of children who are vulnerable or with known welfare and safeguarding concerns such as children who have a Child Protection Plan, a Child In Need, are Children Looked After and/or SEN will be monitored on a daily and weekly basis. Social care will be informed immediately when there are unexplained absences or attendance concerns. It is important that the college's attendance team, including the Attendance Administrator, are aware of any safeguarding concerns. It is critical that when a learner is not attending college their welfare is confirmed and expected practice would be for an appropriate professional to visit the home and speak to the learner alone, particularly if there are any safeguarding concerns. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

14 Private Fostering

Our college 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, 2022). 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 Safer recruitment

The college will ensure that all appointments follow its recruitment policy and the guidance set out in Keeping Children Safe in Education (DFE 2022). At least one member of the appointments panel will have undertaken safer recruitment. The college 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. The college will seek written confirmation that third-party organisations including contractor and alternative education providers have undertaken appropriate checks.

The college is required to inform relevant staff who fall within the scope of Disqualification under the Childcare Act (2006) and establish they are not disqualified. The criteria for disqualification under the 2006 Act and the (2022) Regulations includes inclusion on the Disclosure and Barring Service (DBS) Children's Barred List or committing a relevant offence.

16 The safeguarding curriculum

The college will ensure it has a curriculum map which sets out how to help learners keep themselves safe from harm. Learners 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. Learners will also learn about the wider safeguarding curriculum which will include personal safety, anti-bullying and know how to seek support when needed. The college 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’.

The college understands the need to keep child protection and safeguarding records securely.

The college will transfer records securely to the next setting and discuss the child’s needs before the child starts at the next setting.

The college will retain records in keeping with Local Authority guidance and NSPCC guidelines as per the following website:

<https://www.nspcc.org.uk/globalassets/documents/information-service/child-protection-records-retention-and-storage.pdf>.

This in turn references the Information and Records Management Society (IRMS) Information management toolkit for schools.

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.

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

18 Complaints

Complaints about safeguarding should follow the college’s complaints policy. The college and Local Authority also have whistle blowing procedures.

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.

19 Training for staff

It is the responsibility of all staff at the college to ensure that they have up-to-date and relevant knowledge to enable them to safeguard themselves and students. All staff participate in an annual bespoke safeguarding session provided in partnership with Liverpool School Improvement. Staff are also required to participate in annual Prevent training. In addition, regular safeguarding and welfare updates are provided to staff by email and in staff meetings, as well as in each of the college training weeks. In addition, the following training opportunities are available through the local Liverpool School Improvement Service:

- Safer Recruitment Training and Refresher Training
- Safeguarding briefing for governors
- Managing allegations against staff and volunteers
- Managing safer recruitment checks for business managers and admin officers and Refresher Training
- Train the trainer: Delivering whole school safeguarding training
- Emergency planning and resilience training
- Complaints handling for school leaders and governors
- Supporting young people and children who display sexualised behaviours
- Supporting children with medical needs

Up-to-date dates and locations for these training sessions can be found at:
<https://www.schoolimprovementliverpool.co.uk/Training>

Further safeguarding training opportunities can be found on the Liverpool Safeguarding Children's Board (LSCB) website:
<https://liverpoolscb.org.uk/lscb/training/training-calendar-2022>

In addition, the local Children and Adolescent Mental Health Service (CAMHS) provides further safeguarding and welfare-related training opportunities:
<https://www.liverpoolcamhs.com/training/>

Staff can make a request to their line manager should they be interested in attending any of these additional training sessions.

Appendix 1

Allegations of abuse made against staff and volunteers

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

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

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

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

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

Suspension

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

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

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the LIPA MAT.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation

- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

Procedure for dealing with allegations

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

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and consider what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children’s social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about

any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the National College for Teaching and Leadership.

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

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

Specific actions

Action following a criminal investigation or prosecution

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

Conclusion of a case where the allegation is substantiated

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

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

Individuals returning to work after suspension

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

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

Unsubstantiated or malicious allegations

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

Confidentiality

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

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

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

Record-keeping

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

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

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

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

References

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

Learning lessons

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

This will include consideration of (as applicable):

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

Appendix 2

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

