



KING'S LEADERSHIP  
ACADEMY LIVERPOOL

# **KING'S LEADERSHIP ACADEMY LIVERPOOL**

## **Safeguarding & Child Protection Policy**

# (Keeping Children Safe in Education)

## Named personnel with designated responsibility for Safeguarding

<b>Academy Principal:</b>	Mr O Hagan
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<b>Academic Year</b>	<b>Designated Senior Person</b>	<b>Deputy Designated Senior Person</b>	<b>Nominated Governor</b>	<b>Chair of LAC</b>
2021-22	Ms Rebecca McCarthy	Mrs E Clarke	Mrs Robina Crowe	Mr Mike Ireland

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## **Aims and Principles**

King's Leadership Academy Liverpool Safeguarding & Child Protection policy aims to provide clear direction to all staff and visitors about expected codes of behaviour and practice in order to safeguard children. The policy also aims to make explicit the academy's commitment to the development of good practice and sound procedures that ensure the safety and welfare of children and young people.

King's is committed to safeguarding and promoting the welfare of all its students. Each student's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We

recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others or be at further risk to themselves. We will always take a considered and sensitive approach so that we can support all of our pupils.

The policy is in line with the Liverpool Safeguarding Children Partnership Procedures, “Working Together to Safeguard Children” (2018) and the Government document ‘Keeping Children Safe in Education’ (2021).

It is also important to highlight that Keeping Children Safe in Education 2021 (KCSIE) remains in force throughout the response to the coronavirus pandemic (COVID-19). King’s Leadership Academy Liverpool, have responded and acted towards the government interim guidance on safeguarding in schools and colleges during the coronavirus outbreak, ([Government guidance safeguarding during coronavirus](#)) The academy’s response to safeguarding and safety towards remote learning during the coronavirus outbreak is detailed below in paragraph (N).

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

It is the responsibility of **ALL** staff working in or for King’s Leadership Academy Liverpool to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn and develop in our school setting
- Identifying children and young people who are suffering or likely to suffer significant harm and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting

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.

## **Definition of safeguarding**

Safeguarding and promoting the welfare of the child is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children’s’ Mental and Physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

Specific safeguarding issues may include (but are not limited to):

- Child missing from education
- Child sexual exploitation (CSE) & Child Criminal Exploitation (CCE)
- Bullying including cyberbullying
- Domestic Abuse
- Drugs and other illegal substance abuse

- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) and honour-based violence
- Forced marriage
- Gangs and youth violence
- Gender-based violence
- Mental health
- Private fostering
- Prevent & radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking
- Contextual Safeguarding

For more information on the safeguarding issues listed above, please refer to the *Safeguarding Policy Part 2* at the end of this document.

## **PART 1: School Procedures**

### **IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM**

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

#### **(a) Definitions**

**Child:** As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18<sup>th</sup> birthday.

**Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

**Abuse and Neglect** are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in extra-familial surroundings such as; institutional or community setting. These forms can take a variety of different forms and children can be vulnerable to them; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

**Physical Abuse** 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.

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

**Emotional Abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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, though it may occur alone.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food and clothing, 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 caretakers)
- ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **(b) Staff must immediately report**

All staff **must** follow the school's procedures which are consistent with 'Working Together to Safeguard Children 2018' and 'Keeping Children Safe in Education 2021'.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and behaviours linked to issues that call for concern, such as;

- changes in behaviour
- self-harm,
- not attending school,
- change of attitude towards eating,
- change in the way they dress,

- having a substantial amount of money or contraband (drugs, knives etc)
- sudden anxiety or stress,
- showing hostile and confrontational behaviour,
- isolating away from family or friends,
- sudden disrespectful attitude towards others.
- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)
- any behaviours or concerns a child is presenting signs or symptoms of mental health issues (e.g. self-harm, unusual marks, low in mood, anxiety, suicidal thoughts)

Staff **must** always maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

### **(c) Responding to Disclosure**

Disclosures or information may be received from students, parents or other members of the public. The academy recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. All of our staff will handle disclosures with sensitivity. Such information cannot remain confidential between the child and the staff member. All staff know that they **cannot promise to keep disclosures a secret**, and will immediately communicate what they have been told to the designated person/s. The designated person/s will take appropriate actions to ensure safety and protection. This may include seeking advice from Liverpool Safeguarding Advice Team (MASH)..

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the Designated Person in order that she/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise

- not express feelings or judgments regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate
- Immediately inform the designated person/s, provide any notes they may have
- The DSL will ask you to complete a cause for concern form/ safeguarding report if not already completed.

#### **(d) Concerns about a child**

If staff members have any concerns about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead and file a cause for concern report to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

#### **(e) Early Help**

All staff should be particularly alert to the potential need for early help for a child. The academy will always ensure that students and families receive early help support when identified and believe that having a proactive approach towards identified concerns is essential to minimise specific concerns becoming worse for the child and their development, or potential risks of harm. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is often more effective in promoting the welfare of children than reacting later. This includes;

- SEN or disability specific additional needs
- Identifying potential special education needs (whether or not they have a statutory Education, Health and Care Plan)
- Young carers\*
- Students who may show early signs of being drawn into antisocial or criminal behaviour, including gang\* involvement and association with organised crime groups.
- Frequently missing/ going missing from care or from home
- At risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited
- Family circumstances presenting challenges for the child, such as drug and alcohol misuse\*, adult mental health issues and domestic abuse
- The student is misusing drugs or alcohol themselves
- Has returned home to their family from care\*
- Privately fostered\*

### **(f) Referrals for Immediate danger/risk of harm**

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made.

### **(g) Action by the Designated Person (or other senior person in their absence)**

Following any information raising concern, the designated senior person will consider:

- any urgent medical needs of the child
- making an enquiry to find out if the child is subject to a Child Protection *Plan*
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Safeguarding Adviser/ MASH (Multi Agency Safeguarding Hub)
- the child 's wishes

#### **Then decide:**

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to Social Care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately  
**OR**
- not to make a referral at this stage
- talk with parents/young person
- seek advice from professionals working with the family
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. Early Help Assessment) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be followed up in writing within 24 hours using a standard referral form (MARS-Multi Agency Referral Form)

### **(h) Action following a child protection referral**

The Designated Person or other appropriate member of staff will:

- make regular contact with the Social Worker involved to stay informed
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children are made the subject of a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Conferences
- where possible, share all reports with parents prior to meetings

- where a child subject to a child protection plan moves from the school or goes missing, immediately inform the key worker in Social Care

### **(i) Recording and monitoring**

Accurate records will be made as soon as possible and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All C.P. documents will be retained in a confidential 'Child Protection' file. This will be locked away and only accessible to the Principal and designated senior person. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.' If the child goes missing from education or is removed from the school roll to be educated at home, then any Child Protection file should be copied and the copy sent to the Local authority. Original copies will be retained until the child's 25<sup>th</sup> birthday.

### **(i) Supporting the child and partnership with parents**

- School recognises that the child's welfare and wellbeing is paramount. However, good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will always endeavour to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Person will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child
- The academy expects parents/carers to be open and honest and to work with the academy to effectively support the child.

### **(h) Allegations regarding person(s) working in or on behalf of school (including volunteers and Supply/ Agency Staff)**

Where an allegation is made against any person working in or on behalf of the school, which states that he or she has:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child or
- has behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children...

We will apply the same principles as in the rest of this document and we will always follow the Warrington Safeguarding Children Board procedures. Detailed records will be made to include decisions, actions taken,

and reasons for these. All records will be retained securely. Whilst we acknowledge such allegations, (as all others) may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

### **(i) Initial Action**

- The person who has received an allegation or witnessed an event will immediately inform the designated person who will discuss the matter immediately with the Principal and make a record
- In the event that an allegation is made against the Principal, the matter will be reported to the CEO, Shane Ierston who will proceed as the 'Principal'
- The Principal will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Principal and designated person will consult with the Safeguarding Advisor and/or Local Authority Designated Officer (LADO) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The Principal will inform the Chair of Governors and CEO of any allegation.

### **(ii) 'Low Level' Concerns**

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out in the bullet points above. A low-level concern is any concern, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt', that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
  - does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. Examples of such behaviour could include, but are not limited to:  
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  - being over friendly with children;
  - having favourites;
  - taking photographs of children on their mobile phone;
  - engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
  - using inappropriate sexualised, intimidating or offensive language
- As with concerns that meet the 'harm' threshold' low level concerns should be reported as follows:
- to the headteacher or principal; or
  - where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors.

## 2. PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

### (a) Safer Recruitment and Selection

King's Leadership Academy pays full regard to current Department for Education (DFE) guidance in 'Keeping children safe in education 2021'. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including volunteers and staff employed by contractors, ensuring that the academy appropriately supervises. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

During the interview processes, the academy will ensure that at least one member of staff on the interviewing panel will be trained and have completed "safer recruitment training". KCSIE 2021

In line with statutory changes, underpinned by regulations, please see below for the following that will apply.

### (b) Roles and Responsibilities

**Governing Bodies:** The governing body should ensure that the school operates safe recruitment practices and procedures and that all appropriate checks are carried out on staff and, where required, volunteers.

**The Principal** is responsible for:

- ensuring that all new appointments to the school's workforce are DBS checked and are not barred from working with children;
- ensuring that identity checks are carried out on all appointments to the school workforce;
- ensuring the school keeps a single central record detailing the range of checks carried out on their staff;
- ensuring that appointments recruited from overseas or those who have lived and worked outside the UK have a DBS disclosure and further checks as appropriate if the DBS disclosure is not sufficient for the purpose of assessing their suitability for the post;
- ensuring that employment history is fully explored, any gaps explained and at least 2 references taken up;
- ensuring that all supply staff have undergone the necessary checks to assess their suitability for the post including seeking appropriate verification from any agency that the necessary checks have been undertaken;
- deciding whether a member of staff can start work pending receipt of a DBS disclosure by undertaking an appropriate assessment of the risk and putting additional safeguarding measures in place if necessary;
- deciding whether the portability policy can apply regarding the DBS check;
- our school workforce who have lived outside the UK will be subject to additional checks as appropriate;
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy;

- identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA

The level of DBS check required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work within our school. For most appointments, an enhanced DBS check with barred list information will be appropriate as the majority of staff will be engaging in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- will be responsible, on a regular basis, in any setting for the care or supervision of children; or
- will regularly work at our school at times when children are on school premises (where the person's work requires interaction with children, whether or not the work is paid (unless they are a supervised volunteer), or whether the person is directly employed (or employed by a contractor)

Under Section 75 of the 'Childcare Act 2006' individuals are disqualified from childcare provision if they have committed certain specified offences. Staff may also be disqualified "by association" if they are living or working in the same household as a person who is disqualified. This applies to any member of staff employed in early years' childcare (up to the age of 5) or later years' childcare (up to the age of 8) in nursery, primary or secondary school settings or the management of such settings.

Staff should sign a self-declaration form to confirm that they are not "disqualified by association".

In school, a supervised volunteer who regularly teaches or looks after children is not in regulated activity. The Department for Education (DfE) has published separate statutory guidance on supervision and regulated activity, which King's Leadership Academy will have regard to when considering which checks should be undertaken on volunteers.

### **(c) Safe Practice**

All school staff and volunteers are expected to abide by the relevant Code of Conduct. They will be reminded of the need to maintain appropriate professional boundaries in their dealings with students and should clearly understand the need to maintain such boundaries. They will be provided with guidance as to the behaviours expected of them and which, if followed, should help prevent them becoming vulnerable to allegations of abuse.

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- are aware of their professional responsibilities when using social media;
- work in an open and transparent way;
- work with other colleagues where possible in situations open to question
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;

- be aware of confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- where remote learning may come into force (due to COVID-19), staff are aware of their responsibilities to ensure and provide a safe remote learning environment and continue to report any student concerns via the normal channels (See [Annex](#) )

### **(c) Safeguarding Information for pupils**

All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a Designated Person with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and be heard and what steps can be taken to protect them from harm.

The academy ensures that students are provided continuous opportunities which promote awareness and teaches pupils about safeguarding, including online safety and also how to get support and report concerns for themselves and others. We achieve this in many ways-

- Induction week
- Pastoral aspects- assemblies, assembly awareness
- Awareness days- Mental health awareness week, Anti-Bullying Week, E-safety Day
- Mentoring programme with Year Tutors.
- The academy ASPIRE ethos and Character education- including the education of the Prevent strategy
- Super Learning Activities Days- age-appropriate pastoral focus to support specific year groups
- Outside agency support- We are with you/ Antony Walker Foundation/ School Health Nurse/Police/targeted services
- Head of care and safeguarding- provides a safe place for students to report concerns, express concerns and ask for help.
- Relationships, Sex and Health Education

At King's Leadership Academy, we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The Trust also ensures that this ethos is reflected and implemented effectively in school policy and there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in Britain and to keep them safe. This includes covering relevant issues for schools through Relationships and Sex Education and Health Education, which will be compulsory from September 2020 ([please find the academy policy here](#)). This policy covers our academy's approach to delivering RSHE 2020, which we believe is important for our students and our academy. We aim to give our students the information they need to help them develop healthy and nurturing relationships.

Pupils who attend our school have the right to learn in a safe environment. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

### **(e)Partnership with Parents**

The academy shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so in order to protect a child.

We will share with parents any concerns we may have about their child unless doing so may place a child at risk of harm ([see 1. \(j\)](#)).

We encourage parents to discuss any concerns they may have with *staff in school*. We make parents aware of our policy via the school prospectus, our newsletters and website and parents are made aware that they can view this policy on request.

### **(f) Partnerships with others**

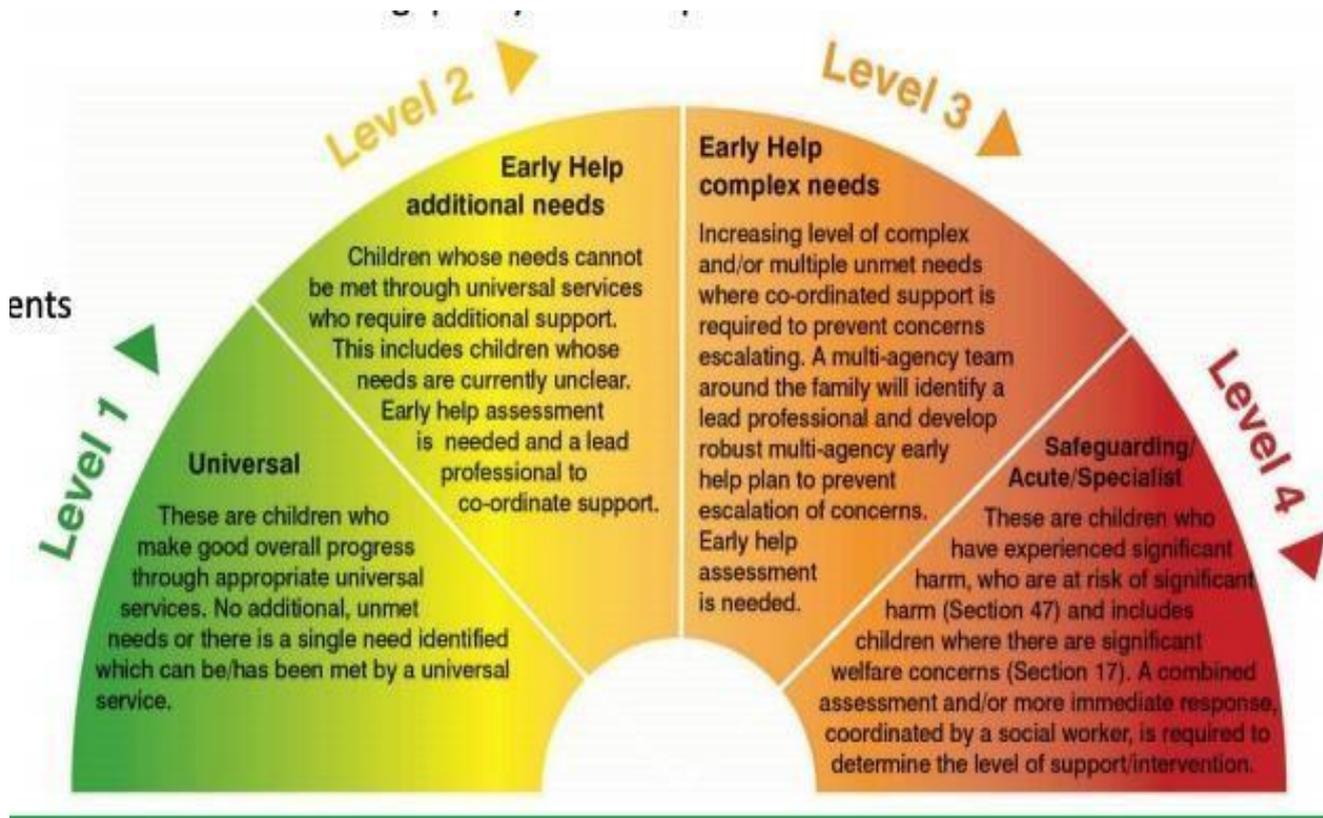
Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Liverpool School Improvement Safeguarding team. There is a joint responsibility for agencies to share information to ensure the safeguarding of all children.

The local partnership adapts to the Liverpool Threshold of Needs, which sets out the framework for how the academy works together using a shared understanding.

It provides for four levels that reflect different stages of need and intervention available to children and families. The two core principles are as follows;

- Safeguarding is everyone's responsibility: for services to be effective each professional and organisation should play their full part; and
- A child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children

[\(Liverpool, Safeguarding Partnership Arrangement Report, 2019\)](#)



### (g) Operation Encompass

In conjunction with Merseyside Police, King's Leadership Academy is involved in an initiative called **Operation Encompass**. The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in, heard or witnessed a domestic abuse incident. Following such an incident, children will often arrive at school distressed, upset, worried and unprepared. Operation Encompass aims to ensure that appropriate school key staff (Safeguarding Team) within King's are made aware early enough to support children and young people in a way that means they feel safe and included.

At King's Leadership Academy Liverpool, our key staff are;

- Mrs Rebecca McCarthy DSL
- Liz Clarke – Deputy DSL
- Mark O'Hagan – Principal
- Hannah Battle – Assistant Progress Leader Year 11
- Alec Ray – Assistant Progress Leader Year 10
- Ann King – Assistant Progress Leader Year 9
- Carl Rigby – Assistant Progress Leader Year 8
- Terry Purcell – Assistant Progress Leader Year 7
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This is a valuable initiative that means we can continue to support and help our students and families within our school community when they need it the most. You can find more by visiting [www.operationencompass.org](http://www.operationencompass.org) or by contacting the DSL. The academy will always ensure that any information provided from Operation Encompass, will be dealt with in a confidential and sensitive approach. We will always;

- Confirm the details provided with the Liverpool Safeguarding Team.
- Speak to the child if they had been directly involved or witnessed the incident reported.
- Decision will be made to contact the parents/ carers by the DSL if it is appropriate to do so. This will be to offer support.
- In some cases, the information provided may trigger the DSL to make a referral to Liverpool Safeguarding/ Child services (MASH)

### **(h) School Training and Staff Induction**

The Academy's senior member(s) of staff with designated responsibility for child protection are all Pastoral Leads. They will undertake basic child protection training and training for Designated Staff, which will be refreshed at 2 yearly intervals.

The Principal and all other school staff, including non-teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by annual refresher training.

All staff (including temporary staff and volunteers) are provided with the school's child protection procedure and informed of the academy's child protection arrangements on induction.

### **(i) Support, advice and guidance for staff**

Staff will be supported by the Senior Leadership Team, LA and professional associations.

The designated Person for Safeguarding/Child Protection will be supported by the Chair of Governors. The Great School Trust partner schools hold a DSL termly forum to support the designated leads in each school.

### **(j) Related Policies**

Safeguarding covers more than the contribution made to child protection in relation to individual children. It is not just about protecting children from deliberate harm. It relates to aspects of school life including:

- [Related safeguarding portfolio policies & government guidance](#)
- [Complaints procedure](#)
- [Anti-bullying](#)
- [Whistleblowing Advice Line NSPCC](#)
- [SEND](#)
- [Behaviour & Praise](#)
- [Attendance Policy](#)
- [E safety](#)
- [Prevent](#)
- [All policies can be found via this link](#)

### **(k) Confidentiality and sharing of information**

The academy has regard to HM 'Information Sharing guidance 2018' to ensure that relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2019 and GDPR.

The school will have regard to the above guidance and is aware:

- When information must be shared with Police and Social Care where the child/young person is / may be at risk of significant harm
- When the pupil's and/or parent's confidentiality must not be breached
- That information is shared on a need to know basis

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

### **(l) Pupil Information**

The Academy will endeavour to keep up to date and accurate information. In order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been on a Child Protection Plan or subject to a Care Plan
- other agency contacts details, e.g. social workers, mental health professionals
- • name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

### **(m) Roles and Responsibilities**

Our Governing Body will ensure that our school will comply with their safeguarding duties under legislation. With regard to 'Keeping Children Safe in Education 2021' guidance they will ensure that the policies, procedures and training at King's Leadership Academy are effective and comply with the law at all times. They must ensure that the policies, procedures and training in their schools and colleges are effective and comply with the law at all times.

#### **(i) Governing Body**

**The responsibilities placed on governing bodies and proprietors include:**

- Their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
- Ensuring that an effective child protection policy is in place, together with a staff behaviour policy and appointing a Designated Person who should undergo child protection training every two years
- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- Making sure that children are taught about how to keep themselves safe

**Governing bodies and proprietors should prevent people who pose a risk of harm from working with children by:**

- Adhering to statutory responsibilities to check staff who work with children
- Taking proportionate decisions on whether to ask for checks beyond that which is required
- Ensuring that volunteers are appropriately supervised
- Making sure that at least one person on any appointment panel has undertaken safer recruitment training
- Ensuring there are procedures in place to handle allegations against members of staff and volunteers
- Making sure that there are procedures in place to handle allegations against other children
- Putting in place appropriate safeguarding responses to children who go missing from education settings, particularly on repeat occasions

Governing bodies and proprietors must ensure that allegations against members of staff and volunteers are referred to the Local Authority Designated Officer (LADO). There must be procedures in place to make a referral to the Disclosure and Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence. For example, it is a criminal offence for an employer to take on an individual in a DBS regulated activity (such as schools or childcare) who has been barred from such an activity; or to fail to make a referral to DBS in the circumstances described above.

Governing bodies must appoint a designated teacher to promote the educational achievement of children who are looked after and ensure that this person has appropriate training. Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

- That our school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2018*. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools and colleges should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.
- That the school's safeguarding arrangements take into account the procedures and practice of Liverpool local authority as part of the inter-agency safeguarding procedures set up by the Liverpool Safeguarding Children Board.

- A Chair of Governors will liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Principal.
- There is an effective child protection policy in place together with a staff behaviour policy (code of conduct). Both should be provided to all staff, including temporary staff and volunteers on induction. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed interagency procedures put in place by the Local Children Safeguarding Board (LSCB), be updated annually, and be available publicly via the school website.

## **(ii) Principal**

- The Principal will ensure that the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- Appoint members of staff of the school's leadership team to the role of designated safeguarding lead. This should be explicit in the role-holder's job description. This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.
- Will consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through King's ASPIRE curriculum, which covers personal, social health and economic education (PSHE), and/or – for maintained schools and colleges – through Relationship, Sex and Health Education 2020 (RSHE 2020).
- The school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency partnership procedures, and the policy is made available to parents on request. (Local partnership guidance can be found here: <https://liverpoolscp.org.uk/scp>)
- The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken Safer Recruitment Training.

## **(iii) Our Designated staff will ensure that:**

- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff.
- They will liaise with the local authority and work with other agencies in line with 'Working Together to Safeguard Children 2018'.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children.

- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.
- If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to Social Care immediately. Anybody can make a referral.

#### **(iv) Designated Person**

The broad areas of responsibility for the Designated Person are:

- Refer all cases of suspected abuse to the local authority Children’s Social Care and:
- The designated officer(s) for child protection concerns (all cases which concern a staff member).
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).
- Liaise with the Principal to inform him or her of issues especially ongoing enquiries under ‘section 47 of the Children Act 1989’ and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- The Designated Person should receive appropriate training carried out every two years in order to:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school’s or college’s child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals □  
Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

#### **Raising Awareness**

- The Designated Person should ensure the school policies are known and used appropriately:

- Ensure the school safeguarding & Child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- Ensure the Safeguarding & child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in managing concerns
- Link with the local LSCB and safeguarding partnership services to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school or college ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file
- Raising student awareness towards their health and safety. This includes educating student via the New Relationship, Sex and Health Education Statutory agenda for September 2020. (RSHE, 2020); Designated Super learning days addressed to specific year groups which aim to bring awareness and educate, using outside agencies where possible, such as school health team (Nurse), youth workers, NCS team, and other relevant agencies that support the development of our students.

#### **(v) All staff and volunteers**

All staff and volunteers will:

- Fully comply with the school's policies and procedures
- Attend appropriate training
- Inform the designated person of any concerns

#### **(n) 3.11 Lettings or use of school premises**

The Trust has procedures and processes in place to seek assurance that any other body using school premises has appropriate safeguarding and child protection policies and procedures in place (and will inspect these as needed) and to ensure that there are arrangements in place to liaise directly with the school on these matters where appropriate

#### **(o) COVID-19 – School closure arrangements**

##### (i) Context

From 20th March 2020 the government closed schools, requiring parents to keep their children at home wherever possible to reduce the spread of COVID-19. When required, King's Leadership Academy will partially close, except for the children who absolutely must attend. Schools and childcare providers were asked to provide care for a limited number of children – including those who are vulnerable and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of the Safeguarding policy contains details of safeguarding arrangements in the following areas:

Vulnerable children

Attendance monitoring  
Designated Safeguarding Lead  
Reporting a concern  
Safeguarding Training and induction  
Safer recruitment/volunteers and movement of staff  
Online safety in schools and colleges  
Supporting children not in school  
Supporting children in school  
Peer on Peer Abuse  
Support from the Multi-Academy Trust

#### (ii) Key contacts

In the event of school closure or remote learning, the Safeguarding Team and contacts remain the same. The Academy will ensure that phone numbers and contact details are live, even during school closures

#### (iii) Vulnerable children

Vulnerable children include but are not limited to the following categories:

- Students with a social worker
- Students with an EHCP
- Students who are looked after by Local Authority Care
- Students with a Child Protection Plan A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

King's Leadership Academy Pastoral/ SEND team will undertake detailed risk assessments of all students in these categories. They will liaise with all agencies and stakeholders to ensure that their needs are being met in the safest way possible. Many children, including those with EHC plans can safely remain at home whilst engaging with learning resources provided by the academy for use at home. King's Leadership Academy, senior leaders including DSL and Pastoral teams know who these students are and will continue to work with the various agencies to protect them. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. At King's Leadership Academy, lead staff include: DSL Stephanie Aldridge and DDSL Samantha Lawrence.

At-risk information has been reviewed extensively and parents/carers have been contacted to discuss this support further

#### (iv) Attendance monitoring

Education settings and Local authorities are not required to complete their usual day-to-day attendance processes to follow up on absence. King's Leadership Academy will continue to track vulnerable children and those of key workers. If students are attending the physical on-site provision, attendance will be tracked in the same way and staff will follow up with parents and carers if students do not attend. King's Leadership Academy, will ensure they report any attendance information required to the Local Authority and/or DfE, as required under Government guidance.

#### (v) Designated Safeguarding Lead

Whether on site, or working remotely, the DSL and dDSL are available to be contacted. They will assume responsibility for coordinating safeguarding on and off site. This includes updating and managing access to the reporting system and liaising with children's social workers, agencies, parents and other stakeholders.

All King's Leadership Academy staff have access to a trained DSL (or deputy) at all times, this includes pastoral support and safeguarding protocols. All Academy safeguarding services and checking continues, with necessary meetings and multi-agency contact occurring remotely using online or mobile technology.

#### (vi) Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes logging a report through the appropriate channels. In the unlikely event that a member of staff cannot access their electronic systems from school or from home, they should contact the Designated Safeguarding Lead/ Deputy Designated Safeguarding Lead and Principal directly. This will ensure that the concern is received. Staff understand that students at risk, must be reported immediately to DSL/ dDSL or Principal. Where staff are concerned about an adult working with children in the school, they should report their concern to the Principal. If there is a requirement to make a notification to the Principal whilst away from school, this should be done verbally and then followed up with written reporting, as requested. As outlined in the main safeguarding policy, concerns around the Principal should be directed to the Great Schools Trust.

#### (vii) Safeguarding Training for Remote Learning

King's Leadership Academy and the DSL will ensure they are up to date with the most recent safeguarding training and guidance. All existing school staff have received safeguarding training and have read and understand part 1 of Keeping Children Safe in Education. The DSL will communicate with staff any new local arrangements, so they know what to do if they are concerned about a child. When new staff are recruited, or new volunteers enter the academy, they will continue to be provided with a safeguarding induction remotely, following the usual rigorous practice and expectations. King's will maintain robust systems for ensuring all students are safeguarded. If staff are deployed physically from another education or children's workforce setting, the academy will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic.

#### (viii) Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, the academy will continue to follow all relevant safer recruitment processes, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE). In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact. Where King's are utilising external staff or recruiting new staff, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a person who has not been checked be left unsupervised or allowed to work in any regulated activity. The academy will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found on paragraph 163 of KCSIE. King's Leadership Academy will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice' for making a referral. Whilst acknowledging the challenge of the current National emergency, we will ensure that all safeguarding procedures are in place and the academy is aware on any given day, which staff/volunteers will be in the school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, King's Leadership Academy will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

#### (ix). Online safety at school

King's will continue to provide a safe environment for all children educated through the academy. This includes the use of internet filtering systems and firewalls which provide comprehensive monitoring of student's behaviour online and the information they are accessing. Software used for digital learning such as google classroom or teleconferencing are tested rigorously before use, staff receive regular training to ensure that privacy and safety settings are enabled to protect students and themselves. If a student uses, accesses or attempts to view inappropriate or unsafe information, this is immediately flagged up and responded to by the Pastoral team. This includes (but is not limited to) content such as:

- Inappropriate images
- Inappropriate language
- Sexual content
- Radicalisation material
- Cyber bullying

It is important that all staff who interact with children, including through digital services, continue to look out for signs a child may be at risk. Any such concerns should be dealt with through the academy Safeguarding Policy and where appropriate referrals will still be made to children's social care or the police. Online teaching, where deployed, will follow the same principles as set out in the code of conduct. King's Leadership Academy will ensure any use of digital learning tools and systems are in line with privacy and data protection/GDPR requirements. King's Leadership Academy will continue to monitor and adapt systems and protocols on a regular basis to ensure ALL students are safe online and parents are empowered to safeguard their children during the period of home-learning.

#### (x) Supporting children not in school

King's Leadership Academy is committed to ensuring the safety and wellbeing of all its Children and Young people. Where the DSL/dDSL has identified a child that requires social care support, or who would normally receive pastoral-type support in school, robust communication plans are put in place for that child or young person. Details of these plans are recorded, documented and communicated to the relevant stakeholders. Communication plans can include phone contact and other individualised contact methods, depending on circumstances. This plan will be reviewed regularly and where concerns arise, the DSL will consider any referrals as appropriate. The academy recognises that some students will be vulnerable during this time of closure, all students who are known to be vulnerable will have a safety plan and parents/ families will be sent a Support Plan. Pastoral teams will check in on students and families daily, weekly or fortnightly based on need. The school will share important messages on its website and social media pages. King's recognises that school is a protective factor for children and young people, and the current circumstances can affect the mental health of pupils and their parents/carers. Teachers at King's Leadership Academy are aware of this in setting expectations for pupils' work when they are at home.

#### (xi) Supporting children in school during the pandemic

King's Leadership Academy is committed to ensuring the safety and wellbeing of all its students. The academy will continue to be a safe space for all children to attend and flourish. The Principal and leadership team will ensure that appropriate staff are on site and that the staff to pupil ratio numbers are appropriate, to maximise safety. The academy will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19. We will ensure that where we care for the children of critical workers and vulnerable children on site, provide appropriate support on a case by case basis. This will be bespoke to each child and recorded by the schools pastoral

services. Where the academy has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders this will be responded to directly by the Leadership Team

(xii) Peer on Peer Abuse - remote setting

King's Leadership Academy recognises that during the national school's closure, a revised process is required for managing any report of such abuse and supporting victims. Where the school receives a report of peer on peer abuse, it will follow the principles as set out in part 5 of KCSIE and of those outlined within the Child Protection Policy. The academy will listen and work with the young person, parents/carers and any multi agency partner required to ensure the safety and security of that young person. Concerns and actions will be recorded and appropriate referrals made.

(xiii) Support from the Great Schools

Trust The GST Central Team will provide support and guidance as appropriate to enable the DSL to carry out their role effectively

## APPENDIX A - Explanation of Roles

**Designated Local Area Designated Officer [LADO] for Safeguarding and Child Protection** - The senior officer within the Education Service who has overall responsibility for liaising with the Principal, governors, members of senior staff from the police and social services, senior managers from education and the DfE Teachers' Misconduct Team on all matters relating to allegations made against adults within the education service.

**Principal** - Responsible for creating a safe environment in the Academy and ensuring all staff are aware of the child protection procedures. The Principal must consult with the LA Lead Officer regarding any allegation of abuse made against a staff member and attend any meetings requested. The Principal is responsible for taking forward any action within the Academy which is required to protect children.

**Designated Safeguarding Lead (DSL) / Designated Senior Person (DSP)** – Responsible for ensuring that all Safeguarding issues raised in the School are effectively responded to, recorded and referred on to the appropriate agency. They are also responsible for arranging whole school Safeguarding training for all staff and volunteers who work with students in the School and that this training takes place at least every three years.

**Staff Member** - Any adult paid or volunteer [e.g. parents]; work experience placements who work in a school, service or educational establishment within the LA has responsibility for the protection of students and must report any allegations of abuse to the Principal.

**Nominated Governor [normally the Chief Executive]** - Responsible for liaising with the LA Lead Officer for Child Protection when an allegation is made against the Principal. The Chair will attend strategy meetings and take forward any action that is needed to protect students within the Academy.

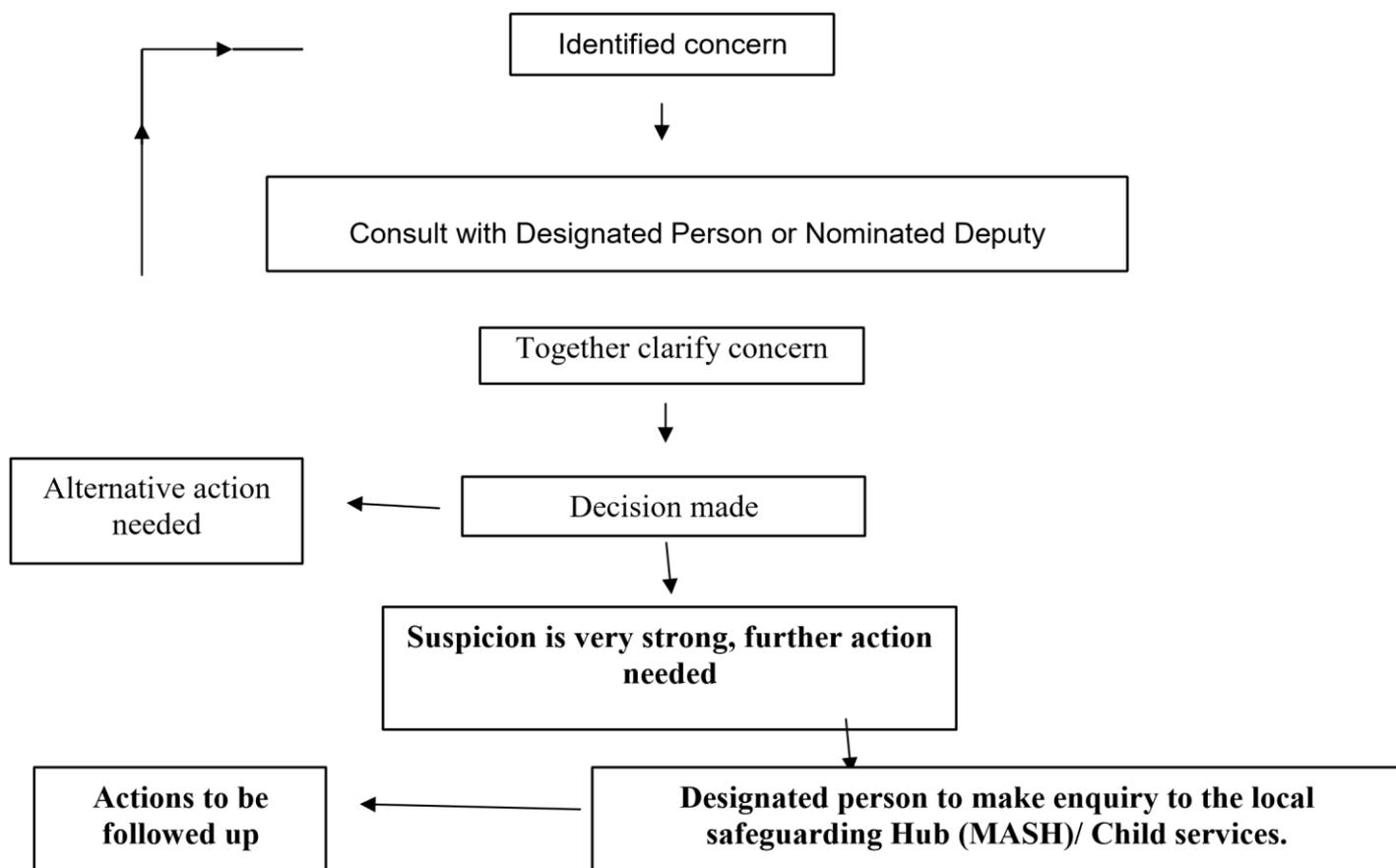
**Police** - Have a duty and responsibility to investigate criminal offences committed against children. These allegations are dealt with through the unit in the force that is responsible for child protection. There should be a senior officer who has oversight of cases involving professionals and is responsible for ensuring that there is effective liaison with other agencies.

**Children’s Social Care Department** - Have specific legal duties in respect to children under the Children Act [1989]. They have a general duty to safeguard and promote the welfare of children in their area who are in need and to make enquiries if they have reason to suspect that a child in their area is suffering or likely to suffer significant harm. As in the police, there should be a senior officer who has oversight of cases involving professionals and is responsible for ensuring that there is effective liaison with other agencies.

## APPENDIX B - Suspect child at risk - Action to take

### KING’S LEADERSHIP ACADEMY

Channels of communication should be quick and clear:



\*\* Any member of staff who is unhappy with the joint decision made with the Designated Person can consult with the Principal or seek advice from key staff within the Local Authority.

## **APPENDIX C - Useful Numbers**

- **Liverpool Careline – 0151 233 3700**
- **Richard Buckland – Education Officer Careline MASH: 07523930421**
- Local Authority Designated Officer (LADO) : Ray Said – 0151 233 0853
- NSPCC Whistleblowing Helpline: 0800 028 0285
- Early Help advice- 0151 233 4447

## **APPENDIX D: - Definition of abuse or other concerns that can cause harm to a child and responses to that concern.**

This Appendix gives further information on the areas listed in the policy and actions to take in regards to those areas specifically:

### **(a) Child Missing from Education**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. 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, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

### **Actions**

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- Have been taken out of school by their parents and are being educated outside the school system e.g. home education;

- Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- Have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- Have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty, identify

Regulation 4 of the Education (Pupil Registration) (England) Regulations 2006 9 Regulation 12(3) of the Education (Pupil Registration) (England) Regulations 2006 children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

Our local Child Missing in education officer details are:

Joanna McKenna – Pupil Tracking Officer

Email: CME@liverpool.gov.uk

Tel 07739 236 212

John Sorensen – Caseworker

Tel: 07989 251 769

For further information and guidance on CME, please refer to the links below:

<https://www.gov.uk/government/publications/children-missing-education>  
[www.education.gov.uk](http://www.education.gov.uk)

## **(b) Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/ or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and / or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can

be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/ or take place online. (KCSE 2021).

Child Sexual Exploitation (CSE)	Child Criminal Exploitation (CCE)
<p><b>CSE</b> is a form of child abuse which involves children and young people receiving something in exchange for sexual activity. These people can be male and female, across different ethnic origins and ages. Perpetrators of child sexual exploitation are found in all parts of the country and are not restricted to particular ethnic groups.</p>	<p><b>CCE</b> is a form of abuse that involves children and young people being taken advantage of, by forcing them or coercing them into criminal activity. This can be in exchange for something the victim needs or wants and/ or for financial or other advantages of. It can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (County Lines) forced to shoplift or pickpocket, or to threaten other younger people.</p>
<p><b>Whilst the list below is not comprehensive, all frontline practitioners should be aware of and look out for the following examples that may indicate a child is being sexually exploited:</b></p> <ul style="list-style-type: none"> <li>• Going missing for periods of time or regularly coming home late</li> <li>• Regularly missing school or education or not taking part in education</li> <li>• Appearing with unexplained gifts or new possessions</li> <li>• Associating with other young people involved in exploitation</li> <li>• Having older boyfriends or girlfriends</li> <li>• Suffering from sexually transmitted infections</li> <li>• Mood swings or changes in emotional wellbeing</li> <li>• Drug and alcohol misuse</li> <li>• Displaying inappropriate sexualised behaviour</li> </ul>	<p><b>Some of the following can be indicators of CCE:</b></p> <ul style="list-style-type: none"> <li>• Children who appear with unexplained gifts or new possessions</li> <li>• Associate with other young people involved in exploitation.</li> <li>• Suffer from changes in emotional wellbeing</li> <li>• Misuse of drugs and alcohol</li> <li>• May go missing for periods of time or regularly come home late</li> <li>• Having lots of train tickets going out of the area.</li> <li>• Regularly miss school or education or do not take part in education.</li> </ul>

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

- The department provide: Child sexual exploitation: guide for practitioners- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/591903/CSE\\_Guidance\\_Core\\_Document\\_13.02.2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

## **Actions**

Where child sexual exploitation or child criminal exploitation, or the risk of it, is suspected, frontline practitioners should discuss the case with a manager or the designated member of staff for child protection. If after discussion there remain concerns, local safeguarding procedures should be triggered, including referral to local authority (LA) children's social care and the police, regardless of whether the victim is engaging with services or not.

For further information and guidance on CSE & CCE, please refer to the links below:

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-beingsexuallyexploited>

<https://www.gov.uk/government/publications/safeguarding-children-and-young-peoplefromsexual-exploitation-supplementary-guidance>

## **(c) Bullying including cyberbullying**

**Bullying** is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities.

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is 'likely to suffer significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying or to tackle any underlying issue which has contributed to a child engaging in bullying.

**Cyber-bullying**, also known as 'virtual bullying' is a different form of bullying and can happen at any time of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The Education Act 2011 lays out the wider search powers that give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

## **Actions**

Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves. This may be through in school support or counselling services. Alternatively,

the school may take the decision to liaise with certain external agencies so as to provide a more specific support network for both child and family.

For further information and guidance on bullying and cyberbullying, please refer to the links below:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444865/A\\_dvice\\_for\\_parents\\_on\\_cyberbullying.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/A_dvice_for_parents_on_cyberbullying.pdf)

There is a wealth of information available to support schools and colleges to keep children safe online. The following is not exhaustive but should provide a useful starting point:

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk) [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

[www.internetmatters.org](http://www.internetmatters.org)

[www.childnet.com/cyberbullying-guidance](http://www.childnet.com/cyberbullying-guidance) [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

[educateagainsthate.com](http://educateagainsthate.com) [www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation](https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation)

#### **(d) Domestic Abuse**

Government policy defines that domestic violence and abuse is 'any incident or pattern of incidents of controlling, coercive (now an offence since December 2015) or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass certain types of abuse such as psychological, physical, sexual, financial or emotional.

**Controlling behaviour** is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

**Coercive behaviour** is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.'

#### **Actions**

When dealing with any concern about a child, no matter how uncertain you are of what to do, there are several steps that should always be taken:

- Keep a written record of concerns/disclosures, actions you have taken, names of people you have spoken to, advice you were given and your response to this advice. Sign and date the written record as this will provide a comprehensive paper trail should the courts become involved.
- If you feel that a child is at risk of significant harm, you must refer to Social Services and the Designated Senior Person without delay.
- If in any doubt, act!

For the great majority of disclosures made about domestic violence, the Designated Senior Person is advised to speak to the victim and offer support. It is important to plan carefully how you will reach the parent, what

you need to say and what you can offer in terms of support for both them and their child. This may be through sign-posting the victim towards specialist agencies that can help with issues such as legal advice, emotional support or emergency accommodation.

The academy is part of Cheshire Police Operation Encompass initiative, You can find more by visiting [www.operationencompass.org](http://www.operationencompass.org) or by contacting the DSL. (See Page 19 for more information)

For further information and guidance on domestic violence, please refer to the link below:  
<https://www.gov.uk/guidance/domestic-violence-and-abuse>

[http://www.belb.org.uk/Downloads/cpsss\\_dealing%20with\\_the\\_effects\\_of%20domestic\\_violence\\_on\\_pupils.pdf](http://www.belb.org.uk/Downloads/cpsss_dealing%20with_the_effects_of%20domestic_violence_on_pupils.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/482528/Controlling\\_or\\_coercive\\_behaviour\\_-\\_statutory\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/482528/Controlling_or_coercive_behaviour_-_statutory_guidance.pdf)

## **(e) Drugs**

The taking of drugs by a pupil may include alcohol, tobacco, illegal drugs, medicines, new psychoactive substances (“legal highs”) and volatile substances, unless otherwise specified. There are other incidents that drugs and other contraband may be involved, including the selling or distribution.

All parents and students sign a home school agreement, which indicates that the academy has mandatory drug testing if a student is suspected of taking drugs or is under the influence. Any student involved with the misuse of drugs on school premises or during school time, automatically loses his/her right to remain at the academy. A reported offence which takes place away from the school, whether at a weekend or in the holidays which brings the school into disrepute will also incur sanctions for the student. ([Behaviour Policy](#))

## **Actions**

### **Student taking drugs**

If a pupil is suspected of being under the influence of drugs or alcohol on school premises, the school must prioritise the safety of the young person and those around them. As appropriate, teachers should conduct a search of the pupil’s belongings to identify any drugs that may be on the student’s person. Though there is no legal requirement to do this, following a search, whether or not anything is found, a school is advised to make a record of the person searched, the reason for the search, the time and the place, who was present and note the outcomes and any follow-up action.

If necessary, it should be dealt with as a medical emergency, administering First Aid and summoning appropriate support. Depending on the circumstances, parents or the police may need to be contacted. If the child is felt to be at risk the Safeguarding Policy will come into effect and social services may need to be contacted.

In deciding what action to take, the school should follow their own disciplinary procedures. Exclusion should not be the automatic response to a drug incident and permanent exclusion should only be used in serious cases. More detail on excluding pupils can be found in the DfE Exclusion Guidance.

Drug use can be a symptom of other problems and the school should be ready to involve or refer pupils to other services when needed.

### Other misuse of drugs

Suspicion of misuse of drugs may arise from the following indications; involvement in a drugs incident; physical signs; other signs or evidence, such as finding certain items of equipment associated with drug use or information received from a source; other specific circumstances giving rise to suspicion, such as significant erratic behaviour will also be taken into consideration and the distribution/ selling of drugs.

Young people who are involved in drugs and the distribution of drugs are highly likely to be exploited in criminal activity (CCE), therefore, the designated person must act immediately to support the student through multi agency referrals, which includes the police.

For further information and guidance on drugs, please refer to the links below:

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

### (f) Fabricated or induced illness

There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- **Fabrication** of signs and symptoms. This may include fabrication of past medical history;
- **Fabrication** of signs and symptoms and **falsification** of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- **Induction** of illness by a variety of means.

Fabricated or induced illness is often, but not exclusively, associated with emotional abuse. There are a number of factors that teachers and other school staff should be aware of that can indicate that a pupil may be at risk of harm. Some of these factors can be:

- Frequent and unexplained absences from school, particularly from PE lessons;
- Regular absences to keep a doctor's or a hospital appointment; or
- repeated claims by parent(s) that a child is frequently unwell and that he/she requires medical attention for symptoms which, when described, are vague in nature, difficult to diagnose and which teachers/ early years staff have not

themselves noticed eg headaches, tummy aches, dizzy spells, frequent contact with opticians and/or dentists or referrals for second opinions.

Alternatively, the child may disclose some form of ill-treatment to a member of staff or might complain about multiple visits to the doctor. Either the child or his or her parent(s) may relate conflicting or patently untrue stories about illnesses, accidents or deaths in the family. Where there is a sibling in the same institution, teachers/ early years staff should discuss their concerns with each other to see if children of different ages in the same family are presenting similar concerns. If they are, it is likely that more than one child in the family is affected. In this instance, the school nurse may be able to contribute to an initial evaluation of concerns.

There are also circumstances under which a child will demonstrate his or her anxiety or insecurity by presenting symptoms of an illness that will allow them to stay at home. This may occur as a response to family problems, for example, as a reaction to a parent who is ill, who has been in hospital or, after a divorce or separation, but this is not an aspect of fabricated or induced illness.

### **Actions**

Where a teacher or other member of staff has reasonable cause to believe a child is at risk from, or is the subject of, fabricated or induced illness, the school's safeguarding children procedures apply. This will require the member of staff to refer his or her concerns to the senior member of staff with designated lead for child protection who is then responsible for making a referral to children's social care.

For further information and guidance on fabricated or induced illness, please refer to the links below:

[https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness- isfabricatedor-induced](https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced)

### **(g) Faith Abuse**

Child abuse related to belief includes inflicting physical violence or emotional harm on a child by stigmatising or labelling them.

The forms the abuse can take include:

- **Physical abuse:** beating, burning, cutting, stabbing, semi-strangulating, tying up the child, or rubbing chilli peppers or other substances on the child's genitals or eyes
- **Emotional abuse:** in the form of isolation {e.g. not allowing a child to share a room with family members or threatening to abandon them}. The child may also be persuaded that they are possessed
- **Neglect:** failure to ensure appropriate medical care, supervision, school attendance, good hygiene, nourishment, clothing or warmth
- **Sexual abuse;** within the family or community, children abused in this way may be particularly vulnerable to sexual exploitation

Whilst specific beliefs, practices, terms or forms of abuse may exist, the underlying reasons for the abuse are often similar to other contexts in which children become at risk. These reasons can include family stress, deprivation, domestic violence, substance abuse and mental health problems. Children who are different in some way, perhaps because they have a disability or learning difficulty, an illness or are exceptionally bright, can also be targeted in this kind of abuse.

Whilst the number of cases of child abuse linked to a belief in spirits, possession and witchcraft is small, where it does occur the impact on the child is great, causing much distress and suffering to the child. It is likely that a proportion of this type of abuse remains unreported.

### **Actions**

Both teaching and non-teaching staff should discuss their concerns with the Designated Safeguarding Lead or a designated member of staff. The safeguarding lead will usually decide whether to make a referral to children's social care and, if necessary, to the police.

For further information and guidance on faith abuse, please refer to the links below:

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

### **(h) Female Genital Mutilation (FGM)**

In October 2015, a mandatory reporting duty on Female Genital Mutilation (FGM) came into force. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is also known as 'female circumcision' or 'female genital cutting'. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM or already having suffered FGM.

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Those who promote and/or carry out FGM believe that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Circumstances and occurrences that may point to FGM happening can include:

- A child talking about getting ready for a special ceremony
- Family taking a long trip abroad

- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

## **Actions**

Staff have a legal obligation to report any FGM concerns. They should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police as indicated in the reporting duty document that commenced in October 2015 and the KCSIE 2021 guidance.

Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's Designated Person and involve children's social care as appropriate.

For further information and guidance on FGM and honour-based violence, please refer to the links below:

<https://www.gov.uk/female-genital-mutilation-help-advice>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/482799/6\\_1587\\_HO\\_MT\\_Updates\\_to\\_the\\_FGM\\_The\\_Facts\\_WEB.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/482799/6_1587_HO_MT_Updates_to_the_FGM_The_Facts_WEB.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf)

[http://www.nspcc.org.uk/Inform/resourcesforprofessionals/minorityethnic/female-genitalmutilation\\_wda96841.html](http://www.nspcc.org.uk/Inform/resourcesforprofessionals/minorityethnic/female-genitalmutilation_wda96841.html)

## **(i) Honour-based Abuse**

'Honour-based' Abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

HBA (regardless of the motivation) should be handled and escalated to the DSL. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Indicators:

There are a range of potential indicators that a child may be at risk of HBA. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

### **Actions**

If staff have a concern regarding a child that might be at risk of HBA, they should speak to the Designated Safeguarding Lead immediately.

### **(j) Forced Marriage**

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

### **Actions**

If a teacher or frontline practitioner suspects that a forced marriage scenario may present, or has already presented, itself, the following must be adhered to:

- The forced marriage (or suspicion of) is automatically handled as a child protection issue
- Staff share information promptly with the DSL when a child or young person is at risk of forced marriage
- The DSL provides information to the Forced Marriage Unit
- The child should be placed in immediate protection
- A strategy discussion should take place as soon as possible between the Principal and DSP (and Governors as appropriate) after the immediate protection to plan next steps

For further information and guidance on forced marriage, please refer to the links below:

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

## **(k) Gangs and Youth Violence**

If a member of staff or non-teaching staff suspect that a pupil may be a member of a gang and/or involved in violent practice, this should be reported to the Designated Safeguarding Lead who can draw advice and support from the school's local partners, such as the police, youth offending teams, other local authority teams or the voluntary and community sector. The Local Safeguarding Children Board (LSCB) may also have a strategy to address these issues.

### **Actions**

Teachers have a number of legal powers to manage pupils' behaviour and impose discipline. The main ones are listed below.

A statutory power to discipline pupils, which includes the power to issue detentions and to confiscate inappropriate items (Education and Inspections Act 2006).

The Department for Education's (DfE's) advice for head teachers and school staff on the power to discipline can be found via the following link:

[www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076803/behaviour-and-discipline-in-schools-a-guideforheadteachersandschool-staff](http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076803/behaviour-and-discipline-in-schools-a-guideforheadteachersandschool-staff)

A statutory power to use reasonable force to control or restrain pupils (Education and Inspections Act 2006). The DfE's advice to schools on this power is available via the following link:

[www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/useofreasonable-force](http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/useofreasonable-force)

A power to search pupils without consent for a number of 'prohibited items'. These include:

- knives and weapons;
- alcohol, illegal drugs and stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage to property;
- any item banned by the school rules that has been identified in these rules as an item that may be searched for.

For further information and guidance on gangs and youth violence, please refer to the link below:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418131/Preventing\\_youth\\_violence\\_and\\_gang\\_involvement\\_v3\\_March2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf)

## **(l) Gender Based Violence / Violence Against Women and Girls (VAWG)**

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

The UN declaration on violence against women (1993) defines such violence as *'any act of gender based violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life'*. The vast majority of these violent acts are perpetrated by men on women and girls and includes domestic violence, sexual assault, stalking, so-called 'honour based violence', female genital mutilation and forced marriage.

### **Actions**

Where a member of staff is aware or concerned that violence may have been committed on a boy or girl who is aged under 18, there is a statutory duty upon that individual to report it to the Designated Senior Person and the police. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's Designated Person and involve children's social care as appropriate.

On 25<sup>th</sup> November 2010, to mark the International Day for the Elimination of Violence Against Women, the coalition government launched a paper outlining their ambition and guiding principles to tackle violence against women and girls (see links below).

For further information and guidance on gender based violence, please refer to the links below:

<https://www.gov.uk/government/publications/call-to-end-violenceagainstwomenandgirls>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/142701/g\\_uide-ondefinition-of-dv.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/142701/g_uide-ondefinition-of-dv.pdf)

### **(m) Mental Health**

Many mental health problems start early in life. Half of those with lifetime mental health problems first experience symptoms by the age of 14.

Improved mental health and wellbeing is associated with a range of better outcomes for people of all ages and backgrounds. These include improved physical health and life expectancy, better educational achievement, increased skills, reduced health risk behaviours such as smoking and alcohol misuse, reduced risk of mental health problems and suicide, improved employment rates and productivity, reduced anti-social behaviour and criminality, and higher levels of social interaction and participation.

Some people only experience a single episode of mental ill health. Others, who may have long standing problems can enjoy a high quality of life. However, the personal and social costs of mental ill health can be considerable.

There are indications that some problems are becoming more prevalent: for example, more young people have behavioural and emotional problems. The incidence of mental health problems in young people can increase the rate of suicide.

### **Actions**

If a teacher or frontline practitioner suspects that a pupil may be suffering poor mental health, they should report their concerns to the Designated Safeguarding Lead who can conduct further investigations and seek support from external agencies, as appropriate. Students' Mental health is essential, and the academy staff should report all concerns in the same robust way via our normal safeguarding referral procedures.

For further information and guidance on mental health, please refer to the link below:

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

### **(n) Private Fostering**

Whilst private fostering arrangements can be a positive response from within the community to difficulties experienced by families, privately fostered children still remain a diverse and potentially vulnerable group.

A private fostering arrangement is essentially one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more.

Private foster carers may be from the extended family, such as a cousin or great aunt. However, according to the Children Act 1989, a person who is a relative i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or stepparent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The private foster carer becomes responsible for providing the day to day care of the child in a way which will promote and safeguard his/her welfare. However, overarching responsibility for safeguarding and promoting the welfare of the privately fostered child remains with the parent or other person with parental responsibility.

Local authorities do not formally approve or register private foster carers. However, it is the duty of local authorities to satisfy themselves that the welfare of children who are, or will be, privately fostered within their area is being, or will be, satisfactorily safeguarded and promoted. It is the local authority, in whose area the privately fostered child resides, which has legal duties in respect of that child.

Local authorities should involve schools in raising awareness of the necessary protocol to follow in order to enable professionals to encourage private foster carers and parents to notify the local authority. Failure by a private foster carer or parent to notify a local authority of a private fostering arrangement is an offence, and if local authorities are not aware of such arrangements they cannot carry out their duty to satisfy themselves that the welfare of the children concerned is being satisfactorily safeguarded and promoted.

## **Actions**

If a teacher or frontline practitioner suspects that a pupil may have been placed in private fostering without the school having been made aware, they should relay this to the Designated Safeguarding Lead who can conduct further investigations and seek support from external agencies, as appropriate.

For further information and guidance on private fostering, please refer to the link below:

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

## **(o) Preventing Radicalisation**

‘Radicalisation’ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

In order to fulfil the Prevent duty (July 2015), it is essential that staff at King’s Leadership Academy identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is part of all of our wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We can also build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. We do not intend to stop pupils talking about or debating controversial issues. On the contrary, in school, we want to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

## **Actions**

Depending on the level of concern, the member of staff should:

- Follow the school’s normal safeguarding procedures, including discussing with the school’s designated safeguarding lead and, where deemed necessary, with children’s social care
- Contact the local police force or dial 101 (the non-emergency number).

For further information and guidance on preventing radicalisation, please refer to the link below:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/prevent-strategy-review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf)

<https://www.gov.uk/government/publications/channel-guidance>

## **(p) Peer on peer abuse**

KCSIE 2021 states “**All** staff should recognise that children are capable of abusing their peers.” It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

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 it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. 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.

Peer on Peer abuse is described as sexual violence and sexual harassment which can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Peer on peer 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 peers
- 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 nudes and semi nudes images and or videos (also known as sexting, youth produced sexual imagery or sharing nudes/ semi nudes)
- 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
- 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).

To minimise the risk of peer on peer abuse, schools should educate students on areas including:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment

Schools must ensure that students and staff are aware of how to report concerns of peer on peer abuse. Allegations of peer on peer abuse will be recorded, investigated and dealt with using the same procedures as any safeguarding concern.

### **Actions**

- Inform the school safeguarding team
- Record the incident/ concern in writing using the systematic approach to the recording of all safeguarding issues
- The decision will be made by the safeguarding team as to whether the case requires internal management, early help, referral to children’s social care or to the police

### Supporting the ‘victim’

The needs and wishes of the child are paramount. It is important they feel in as much control as is reasonably possible and school should be a safe place for them.

Any student affected by peer on peer abuse will be supported appropriately, on a case-by-case basis. Students may be supported internally by their House tutor or Year Leader. In more serious cases, external services may be involved, such as Children and Young People’s Independent Sexual Violence Advisors (ChISVAs,) or CAMH’s.

For more information on supporting the ‘victim’, please refer to page 34-38 of the following document: <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

### Supporting the ‘alleged perpetrator’

School must provide the alleged perpetrator with an education, safeguarding support and implement any discipline sanctions.

A child abusing another child can be a sign that they have been abused themselves. It is important that school provide support to help them understand and overcome the reasons for their behaviour and help protect other children by limiting the likelihood of them abusing again.

Appropriate support will be determined on a case-by-case basis. Advice should be taken, as appropriate, from children’s social care, specialist sexual violence services and the police.

### Forms of peer on peer abuse

- Sexual violence
- Sexual harassment
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or causing physical harm
- Sexting/ sharing nudes/ semi nudes

- Initiation/ hazing type violence and rituals
- **‘Upskirting’** is a criminal offence. It typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

### **(g) Sexual Violence and sexual harassment between children in schools and colleges**

Sexual violence and sexual harassment can occur between children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children (KCSE 2021). Children who experiencing violence and sexual harassment will find the experience stressful and distressing. This can adversely affect their education attainment. It is important that the school community, staff, students and parents/ carers understand that both can overlap and can occur online and offline (both physical and verbal) and are never acceptable. The Academy will take all disclosures and victims seriously and that the awareness that some groups are potentially more at risk. Evidence indicates that girls and children with SEND and LGBTQ children are at greater risk.

**The academy and it’s staff are aware of the importance of;**

- **Making clear that Sexual violence and sexual harassment is not acceptable and will not be tolerated at King’s and that it is not an inevitable part of growing up.**
- **Not tolerating sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.**
- **Challenging behaviours, such as grabbing bottoms, breasts and genitalia, flicking bras and lifting skirts or pulling down trousers.**
- **Not normalising such behaviours or dismissing or tolerating such behaviours.**

**The academy will offer appropriate support by the pastoral team or in severe cases refer support to professional agencies.**

### **What is sexual violence and sexual harassment?**

<b>Sexual Violence</b>	<b>Sexual Harassment</b>
<p><b>What is it?</b> It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003/11 as described below:</p>	<p><b>What is it?</b> When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.</p>
<p><b>Descriptions</b></p>	<p><b>Sexual Harassment can include (this is not an exhaustive list)</b></p>

<p><b>Rape:</b> A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the</p>	<ul style="list-style-type: none"> <li>• <b>sexual comments, such as:</b> telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; • sexual “jokes” or taunting;</li> </ul>
<p>penetration and A does not reasonably believe that B consents.</p> <p><b>Assault by Penetration:</b> A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.</p> <p><b>Sexual Assault:</b> A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.</p> <p><b>Consent:</b> is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.</p>	<ul style="list-style-type: none"> <li>• <b>physical behaviour, such as:</b> deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and</li> <li>• <b>online sexual harassment.</b> This may be stand-alone, or part of a wider pattern of sexual harassment and/or sexual violence. <b>It may include:</b> <ul style="list-style-type: none"> <li>• non-consensual sharing of sexual images and videos;</li> <li>• sexualised online bullying; • unwanted sexual comments and messages, including, on social media;</li> <li>• sexual exploitation; coercion and threats; and</li> <li>• upskirting. <a href="https://www.gov.uk/government/news/upskirting-know-your-rights">https://www.gov.uk/government/news/upskirting-know-your-rights</a></li> </ul> </li> </ul>

### What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Students will be taking part in the new Relationship, Sex and Health Education 2020 Policy (RSHE 2020), which will address such areas in order to work with students proactively via educating about these important areas.

**Parents can use the link for support when talking to their child about relationships, Sex and consent-**  
<https://www.familylives.org.uk/advice/teenagers/sex/talking-about-consent/>

## **Actions**

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

If staff in the academy have a concern about a student or a student discloses to them about any form of sexual violence or harassment, they should follow the academy's referral process in (see Appendix C). The designated leads will liaise and the three safeguarding partners and work with agencies in line with Working Together to Safeguard Children and will follow the NSPCC school and colleges guidance for when to call the police (recommended guidance from KCSE 2021).

### **NSPCC- When to call the police:**

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

### **\*\*NEW\*\* Review of sexual abuse in schools and colleges**

On the 10<sup>th</sup> June 2021, the Government published guidance from a study into the Review of Sexual Abuse in Schools and Colleges.

The review can be found here [Review of sexual abuse in schools and colleges](#)

Findings showed that sexual harassment, including online sexual abuse, has become 'normalised' for children and young people.

It also found that there was a lack of reporting Sexual Harassment in schools.

The review recommends that school and college leaders act on the assumption that sexual harassment is affecting their pupils, and take a whole-school approach to addressing these issues, creating a culture where sexual harassment is not tolerated.

## **Action and response**

Sexual Harassment will not be tolerated and will be recognised, addressed and dealt with appropriately. Sexual Harassment is embedded within our curriculum to ensure students are educated on these matters.

Assemblies also address Sexual Harassment and the importance of reporting concerns.

Staff training is provided so that they feel comfortable delivering the content.

### **(r) Sharing nudes and semi nudes**

'Sharing nudes and semi nudes' is one of a number of 'risk-taking' behaviours associated with the use of digital devices, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated. However, King's Leadership Academy takes a proactive approach in its ICT and ASPIRE programmes to help students to understand, assess, manage and avoid the risks associated with 'online activity'.

There are a number of definitions of 'sharing nudes and semi nudes' but, for the purposes of this policy, it is defined as:

- Images or videos generated
- By children under the age of 18, or;
- Of children under the age of 18 that are of a sexual nature or are indecent
- These images are shared between young people and/or adults via a mobile phone
- Handheld device, computer, 'tablet' or website with people they may not even know

## **Actions**

If a pupil discloses to a teacher or frontline practitioner that they have been a victim of 'sharing nudes or semi nudes', they should take the following action:

- Inform and involve the Safeguarding Team who will ensure that the Designated Safeguarding Lead is able to take any necessary strategic decisions
- Record the incident. The Safeguarding Team employ a systematic approach to the recording of all safeguarding issues
- Act in accordance with school safeguarding search and confiscation policies and procedures

For further information and guidance on sharing nudes and semi nudes, please refer to the link below:

[Sharing nudes and semi nudes](#)

## **(s) Teenage Relationship Abuse**

According to the NSPCC report (2009) *Partner exploitation and violence in teenage intimate relationships*, 750,000 children witness domestic violence each year, one in four teenage girls have been hit by a boyfriend (with one in nine reporting severe physical violence) and 18 percent of boys reported some form of physical partner violence.

Teenage relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse;

There is a lack of recognition of the seriousness of teenage relationships because they are more likely to be short-lived. This does not mean that they cannot be as abusive as adult relationships.

## **Actions**

If a child or young person starts to tell you about something that might indicate potential child abuse, listen but **do not ask for detail**. You need to let them know as soon as possible that if they tell you something that might cause concern, you will have to tell someone else.

There is a three step approach to a child wishing to disclose to you: Receive, Reassure, Respond.

Following the disclosure, you should report this immediately to the Designated Safeguarding Lead at King's. More detailed Information on this can be found in the third link below).

For further information and guidance on teenage relationship abuse, please refer to the links below:

<https://www.gov.uk/government/collections/this-is-abuse-campaign>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97774/te\\_en-abuseteachers-guide.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97774/te_en-abuseteachers-guide.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97773/te\\_en-abusetoolkit.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97773/te_en-abusetoolkit.pdf)

## **(t) Trafficking**

Article 3 of the Palermo Protocol To Prevent, Suppress And Punish Trafficking In Persons, Especially Women And Children, Supplementing the United Nations Convention Against Transnational Organised Crime to the UN Convention (2000) (ratified by the UK on 6 February 2006) defines trafficking as:

- The recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs
- The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered “trafficking in persons”.

Children trafficked into the country may be registered at a school for a term or longer, before being moved to another part of the UK or abroad. This pattern of registration and deregistration may be an indicator that a child has been trafficked. However, practitioners should always bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around – Gypsy, Roma, traveller or migrant families – who collectively go missing from school.

## **Actions**

If a teacher or frontline practitioner suspects that a pupil may be a victim of trafficking, they should report their concerns immediately to the Designated Safeguarding Lead who can conduct further investigations and seek support from external agencies, as appropriate.

For further information and guidance on trafficking, please refer to the links below:

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-beentrafficked-practice-guidance>

## **(u) Looked after children and previously looked after children**

A child who is looked after by a local authority (referred to as a looked-after-child) as defined in section 22 Children Act 1989, means a child who is subject to a care order (interim or full care order) or who is voluntarily accommodated by the local authority.

The most common reason for children becoming looked after is as a result of abuse and/ or neglect. Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding to keep looked after children safe. In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after status.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

### **(v) The use of 'reasonable force'**

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should consider the risks carefully to recognise the additional vulnerability of these groups. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Please find link to the government guidelines: <https://www.gov.uk/government/publications/useof-reasonable-force-in-schools>

### **(w) Serious violence**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self harm or 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.

All staff should be aware of the associated risks and understand the measures in place to manage these.

Advice for schools and colleges:

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangsand-youth-violence> <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

### **(x) Contextual safeguarding**

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. (www.Contextualsafeguarding.org.uk)

These extra-familial threats can take a variety of different forms and children can be vulnerable to multiple threats, including;

- Exploitation of criminal gangs and organised crime groups
- County lines
- Trafficking
- Online abuse
- Sexual exploitation/ criminal exploitation
- Forms of grooming (not in the family environment)
- Extremism and radicalisation.

All staff, but especially the safeguarding lead and deputies should be considering the context within which such incidents and/ or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/ or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

### **(y) Bereavement**

Young people mature at different rates and their understanding and responses to bereavement are likely to be based as much on their experience of life as on their chronological age ([ChildbereavementUK](#)).

By secondary school age, most pupils will understand the inevitability and permanence of death. They may have difficulty in coming to terms with their own mortality and that of those close to them; possibly by refusing to contemplate the possibility of death by taking part in risky behaviour. A young person may challenge the beliefs and expectations of others about how they should be feeling or behaving; death also increases anxieties about the future and they may question the meaning of life.

Young people, like adults, will grieve in different ways and their responses to a bereavement will depend on their age, understanding and relationship with the person who died. It is important to avoid making assumptions about how they are feeling.

Be aware of changing relationships and friendships. A bereaved pupil may find their peers do not know what to say or do and this can lead to isolation and loneliness. Insensitive remarks or even deliberately inappropriate comments are not unusual. The academy ensures such difficult topics are discussed with our students via our ASPIRE & Character education, in order to provide a safe and secure environment where all children feel supported and have an understanding of what emotional intelligence is and to always demonstrate empathy. Children are referred to Oakleaf Bereavement Services for specialised support.

## **Actions**

Ask a bereaved student to think about what they need and want from their friends, teachers and adults in school. This will offer them an element of control and give clarity to those wanting to help. Bereaved students may feel very different to their peers and can benefit from opportunities to meet other bereaved young people. They may want to access further information about bereavement, so you could signpost specific websites for help.

**Acknowledge what has happened-** The most helpful thing that you can do for grieving students, is to acknowledge what has happened. Keep it very simple, "I was very sorry to hear that \*\*\* has died."

**Offer simple choices and support-** Bereavement combined with the upheaval of youth has been described as a "double jeopardy". A bereaved young person can feel overwhelmed and out of control. By offering simple choices, a school can help a pupil to feel in control of at least one aspect of their life, particularly in relation to how they manage their grief in school. Ask who they feel they would like support of. This could be a teacher, their house tutor, year leader or another member of staff they get along with.

## **Know when to refer**

If a student continues to struggle and the effects of bereavement are having an impact on their emotional and physical health, seeking advice from other agencies or CAMHS is essential for students to get the right help at the right time. Working with parents and carers is essential in order for the child to see that adults that are around them, care and want to help and support them getting through such a difficult time, so that we can reduce the potential impact of adverse trauma experiences caused by bereavement, with the focus to build resilience and self-esteem.

<https://www.childbereavementuk.org/>

<https://www.minded.org.uk/>

<https://www.winstonswish.org/coronavirus/>

[Barnardo's Childhood Bereavement Service](#)

[Childhood Bereavement Network](#)

[Blue Cross Pet Bereavement support](#)

[Warrington Happy Ok Sad initiative for mental health support for young people](#)

## **(z) ACE's: Adverse Childhood Experiences**

ACEs are highly stressful and potential traumatic events or situations that occur in childhood ([YOUNG MINDS: The impact of childhood adversity](#)).

These events can be a single event, or prolonged threats to and breach of, a young person's safety, security, trust or bodily integrity. These experiences directly affect the young person and their environment, and requires staff to have an understanding of social, emotional, psychological or behavioural adaptations the child may take. It is important that staff understand that ACEs impact a child's development, their relationship with others and increase risk of engaging in health-harming behaviours. Forms of ACEs include:

- **Maltreatment**- all forms of abuse
- **Violence & Coercion**- domestic abuse, gang membership, being a victim of crime
- **Adjustments**- Migration, asylum or ending relationships/ change
- **Prejudice**- LGBT+, sexism, racism or disablism
- **Household or family adversity**- substance misuse, intergenerational trauma destitution, or deprivation
- **Inhumane treatment**- torture, forced imprisonment, trafficking, exploitation.
- **Adult responsibilities**- being a young carer or involvement in child labour
- **Bereavement & Survivorship**- traumatic deaths, surviving an illness or accident.

Staff must report any cause for concern through the normal academy channels in order to address any concerns so that support for students' and their families can be provided through pastoral support or in some cases referrals to Liverpool Children Services direct family Support Service or MASH to determine what support is necessary for the child and in some cases the family.

### **(aa) Online safety**

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content**: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact**: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- **conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying;
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>)

## Actions

If any of the risks or behaviours outlined above are identified, staff should intervene and escalate by:

- Informing and involving the Safeguarding Team
- Recording the incident using the 'reporting link.' The Safeguarding Team employ a systematic approach to the recording of all safeguarding issues

More information can be found via our website and in our policies:

[E-Safety policy](#)

[Remote learning policy – Section 5, Safeguarding](#)

[KCSIE 2021 - Annex D, Online Safety](#)

[Anti bullying policy](#)

## POLICY REVIEW DATES

<b>Date of last review:</b>	August 2021	<b>Key changes made:</b>	<ul style="list-style-type: none"> <li>• Review of sexual abuse in schools and colleges included</li> <li>• Peer on peer abuse updated</li> <li>• Sharing nudes and semi nudes/ sexting</li> <li>• Updates to reflect KCSIE statutory guidance September 2021</li> <li>• Online safety section</li> <li>• Covid-19 moved from annex to the main policy</li> </ul>
<b>Reviewed:</b>	August 2020	<b>Key changes made:</b>	<ul style="list-style-type: none"> <li>• New KCSE Guidance link with Covid-19 safeguarding guidance</li> <li>• Contextual safeguarding</li> <li>• CCE/ CSE and information sharing with staff</li> <li>• Mental health safeguarding</li> <li>• When to call the police</li> <li>• New safeguarding partnership arrangements and operational encompass.</li> <li>• New Ofsted guidance</li> <li>• Relationship, Sex and Health Education Policy 2020 acknowledgment.</li> </ul>

<b>Reviewed:</b>	April 2020	<b>Key changes made:</b>	<ul style="list-style-type: none"> <li>• Safeguarding COVID-19 Response Annex</li> <li>• Remote learning</li> </ul>
<b>Reviewed:</b>	August 2019	<b>Key changes made:</b>	<ul style="list-style-type: none"> <li>• Serious violence</li> <li>• Upskirting</li> <li>• Contextual safeguarding</li> </ul>
<b>Date of next review:</b>	August 2022	<b>By whom:</b>	Mrs Rebecca McCarthy
<b>Review period:</b>	1 year		
<b>Safeguarding meetings:</b>	Weekly Fortnightly	<b>In attendance:</b>	Rebecca McCarthy, Liz Clarke  Rebecca McCarthy, Liz Clarke, Mark O'Hagan, Scott Cordon