

Prudentia Education Safeguarding and Child Protection Policy

Working Together to Safeguard Learners

Introduction:

Prudentia Education and its Management Committee recognises its duty towards safeguarding and promoting the welfare of children as set out in the Independent School Standards Regulations 2014.

Prudentia Education fully recognises all its statutory responsibilities for safeguarding and believes that the welfare of the child is paramount.

Our school will prevent and respond to abuse and neglect by ensuring that the ethos and atmosphere of the school is conducive to a safe environment. Pupils and parents/carers will feel supported and able to report safeguarding concerns to any member of staff or volunteer. Staff and volunteers will feel they are supported by colleagues and the senior management team, including the governing body, and are able to report and seek advice and guidance on any safeguarding concerns, including those regarding colleagues or themselves. We will protect children at risk of abuse or neglect by having procedures in place that reflect current legislation, guidance and best practice.

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

‘Safeguarding’ is a term which is broader than ‘Safeguarding’ and relates to the action taken to promote the welfare of children and protect them from harm. ‘Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.’ (DFE 2023)

Effective safeguarding means practitioners should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families’ lives.

Safeguarding Children:

Action should be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

‘Safeguarding and promoting the welfare of children is defined as providing help and support to meet the needs of children as soon as problems emerge; protecting children from maltreatment, whether the risk of harm comes from within the child’s family and/or outside (from the wider community), including online; 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; promoting the upbringing of children with their birth parents, or otherwise their family network⁴ through a kinship care arrangement, whenever possible and where this is in the best interests of the children and taking action to

enable all children to have the best outcomes set out in the Children’s Social Care National Framework.’ (DfE 2023)

The key principles of Safeguarding are:

- The voice of the child is heard
- Information is shared
- Procedures are followed
- Follow-up ensures that actions take place
- Challenge, supervision and scrutiny are valued
- Up to date, accurate records are maintained
- There is learning from Serious Case Reviews

This policy has been developed in accordance with the principles established by the Liverpool Safeguarding Partnership and incorporates all statutory requirements to protect learners and adults. It has been revised to reflect the most recent updates to DfE Briefing Note – Keeping Children Safe in Education 2024, Statutory Guidance for settings and colleges’ as well as 'What to do if you're worried a child is being abused - Advice for practitioners'; ‘Information Sharing’; and ‘Working Together to Safeguard Children’.

Our policy applies to all staff, agency staff, management committee members, visitors, and volunteers in the setting. It is available via our website and both feeds into and is informed by our Staff Code of Conduct, with which all staff are familiar.

We recognise that because of the day-to-day contact with learners, setting staff are well placed to identify children at risk of harm or in need of help or further assessment. The school therefore:

- Establishes and maintains an environment where learners feel secure, valued, are encouraged to talk, and are listened to.
- Ensures learners know that there are adults in the setting whom they can approach if they are worried.
- Includes opportunities in the setting curriculum and in PSHE lessons and activities for learners to develop the skills they need to recognise and stay safe from abuse.
- Strives to maintain an environment where learners are safe from bullying of any form and any incidents are investigated, acted upon and recorded appropriately. (See also Anti-Bullying Policy)
- The child’s needs and welfare are paramount. All children have a right to be protected from abuse and neglect and have their welfare safeguarded.
- Keeping Children Safe in Education (DfE 2024) reminds us that all staff should maintain an attitude of “it could happen here” where safeguarding is concerned.
- Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners 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.
- Children should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the interests of the child, in order to protect them.
- The school recognises that if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
- The school recognises that scrutiny, challenge and supervision are key to safeguarding children.

- The school is committed to working with other agencies to provide early help for children before they become at risk of harm or require a ‘child in need’ statutory assessment. ‘Early Help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years through to the teenage years.’ (DfE 2023)
- All staff should be aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- ‘All staff should be aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.’ (DFE 2023)
- All staff have responsibility to report their concerns about a child without delay to the Designated Safeguarding Lead, or in their absence the deputy designated safeguarding lead(s) or other senior member of staff. This should be done both verbally and in writing, using the agreed format. Whilst the Designated Safeguarding Lead will normally make referrals to Children’s Services, anyone can refer their concerns to children’s social care directly in emergencies or if they feel they need to do so. Safeguarding-Mate can support any member of staff through the process of making a referral.
- Everyone has responsibility to escalate their concerns and ‘press for reconsideration’ if they believe a child’s needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. Concerns about a child should always lead to help for a child at some point and the child’s situation should improve.
- The school will work in partnership with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child in order to safeguard them. ‘Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.’ Working Together to Safeguard Children (DfE 2023)
- The school will work with other agencies to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.
- The school will follow the Local Authority and the Local Safeguarding Children Partnership procedures and provide them with information as required.
- Staff, children and families will need support following child protection processes being followed.
- Staff will have access to Section 1 of the Schools Safeguarding Handbook which will further support knowledge and understanding of key issues to enable them to identify and respond to children who need additional help. Staff will ensure that they have read and understood this document.
- Recognise that any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
 - is disabled or has certain health conditions and has specific additional needs
 - has special educational needs (whether or not they have a statutory education, health and care plan)
 - has a mental health need
 - is a young carer
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
 - is frequently missing/goes missing from education, home or care
 - has experienced multiple suspensions, is at risk or being permanently excluded from schools, colleges and in an Alternative Provision or Pupil Referral Unit
 - is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
 - is at risk of being radicalised or exploited

- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health problems and domestic abuse
- is misusing alcohol or other drugs themselves
- has returned home to their family from care
- is at risk of ‘honour’-based abuse such as Female Genital Mutilation or Forced Marriage
- is showing early signs of abuse and/or neglect
- is a privately fostered child
- is persistently absent from education, including persistent absences for part of the school day
- Be aware that safeguarding incidents and/or behaviours can be associated with factors outside of the school or college and/or can occur between children outside of these environments. All staff should consider whether children are at risk of abuse or exploitation in situations outside of their family home. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.
- Be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day to day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Understand that where children have suffered abuse or neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. All staff should be aware of how these experiences can impact on a child’s mental health, behaviour and education.
- Understand that all staff play an important part in working to prevent sexual harassment, online sexual abuse and sexual violence between children. Staff will assume that these behaviours are happening in our school and will work as part of a whole school approach to address such issues, including via the curriculum. Staff will understand how to handle reports of sexual violence or harassment.
- Staff must ensure that they appropriately challenge any form of derogatory and sexualised language or behaviour to ensure that everyone is respectful at all times.
- All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Child Protection Statement

Child Protection is part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Our school is committed to safeguarding children and promoting children’s welfare and expects all staff, management committee members, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act, without delay, to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

Legislation & Guidance

Schools and colleges must have regard for the DfE statutory guidance ‘Keeping Children Safe in Education (DfE 2024)’. This child protection policy should be read alongside this statutory guidance and

all staff must read and understand as a minimum Part 1 and Annex B of this guidance and engage in training which enables them to identify children who may need additional help or who are suffering or likely to suffer significant harm and take appropriate action. Staff should have an understanding of the specific safeguarding issues outlined in Part 1 and Annex B of the DFE (2024) guidance Keeping Children Safe in Education e.g. fabricated or induced illnesses, faith abuse. Staff should be aware that behaviours linked to drug taking, alcohol abuse, truancy and sexting can put children in danger. Staff should be alert to the signs of child on child abuse and take appropriate action.

Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. There may be a need for immediate protection whilst the assessment is carried out.

A 'child in need' is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. A social worker will lead and coordinate any assessment under section 17 of the Children Act 1989.

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions, and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

Working Together to Safeguard Children (DfE 2023) provides additional guidance which makes it clear that protecting children from harm and promoting their welfare depends upon a shared responsibility and effective joint working between different agencies:

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

'Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse.' DFE 2023

Communicating with parents and visitors

The school is committed to the principles of Working Together to Safeguard Children which states that 'A child centred approach is fundamental to safeguarding and promoting the welfare of every child. All practitioners should follow the principles of the Children Acts 1989 and 2004. These Acts make clear that the welfare of children is paramount and that they are best looked after within their families, with their parents playing a full part in their lives, unless compulsory intervention in family life is necessary.

'The school ensures children learn in a safe, caring and enriching environment. Children are taught how to identify risky, unsafe or problematic situations, how and when to seek help, how to develop positive and healthy relationships and how to avoid situations where they might be at risk including by being exploited.

The school also has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. Schools are not able to investigate child protection concerns but have a legal duty to refer them. In most instances the school will be able to inform the parents/carers of its need to make a referral. However, sometimes the school

can in certain circumstances share information without the consent of the family and may be advised by children's services or police that the parent/carer cannot be informed whilst they investigate the matter or make enquires. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the interests of the child.

The school will always seek to work in partnership with parents and other agencies to ensure the best possible outcomes for the child and family.'

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

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

Safeguarding Designated Staff – Roles and Responsibilities

The Management Committee recognise that changes in personnel are not changes in policy and expect this document to be routinely updated to reflect changes in any responsibility holder as part of day to day setting business.

Safeguarding Team

Members of the Leadership Safeguarding Team are as follows:

- Mr C Adeniran - Designated Safeguarding Lead (DSL) & Designated Lead for looked after children
- Mr P. Clarke – Deputy Safeguarding Lead

The DSL has overall responsibility for all Safeguarding issues, including early help, Children in Need, children with special educational needs and young carers. The DSL also has the responsibility to make referrals to the Local Authority Designated Officers (LADO) Mrs Catherine Ballans and Mrs Pauline Trubshaw

Catherine Ballans

Local Authority Designated Officer
(LADO) Tel: 0151 225 8101/ 225 8103
or 07716 702 034
Email: catherine.ballans@liverpool.gov.uk

Pauline Trubshaw

Local Authority Designated Officer
(LADO) Tel: 0151 225 8101/ 225 8103
or 07841 727 309
Email: Pauline.trubshaw@liverpool.gov.uk

Or alternatively referrals can be made to lado@liverpool.gov.uk

Support is also available from:

Liverpool Safeguarding Children Partnership (LSCP)

Tel: 0151 233 0493/0510

and the Disclosure and Barring Service (DBS).

The Safeguarding Designated Staff (Safeguarding Team) must undertake approved Safeguarding training at least every two years and the DSL will attend yearly briefings. In addition to this, the Safeguarding Team:

- provides regular training updates to all staff in Safeguarding procedures and appropriate related working practices
- provides induction training that encompasses the setting behaviour policy, procedures for managing children who are missing in education, the staff code of conduct and the Safeguarding Policy
- acts on any reports of possible abuse, working with parents/carers and appropriate agencies and keep accurate, confidential records in a secure location.
- notifies Children's Services if there is an unexplained absence of more than two days of a pupil who is on the Safeguarding register.
- discusses at weekly Safeguarding Meetings all concerns of which they have been notified
- notifies Children's Services of any reported case of abuse. In the case of disagreement over whether a case meets the threshold for referral to Children's Services, a referral will be made.
- attends Child Protection case conferences, strategy group and core group meetings. Where members of the Safeguarding Team are unable to attend, appropriately trained representatives will attend in their place.

Staff training

The Safeguarding team receives:

- Designated Safeguarding Lead training, provided by the Local Authority. Each member of the team receives the training annually.

The Safeguarding Team provides:

- regular updates to all staff, governors and volunteers so that they understand their responsibilities in being alert to identifying children at risk of harm and their responsibility for referring any concerns to the designated teachers responsible for Safeguarding. This pays particular attention to current concerns around Missing Children, Child Sexual Exploitation and Female Genital Mutilation. All staff receive updates and annual Safeguarding Refresher training. Safeguarding training is also given to new staff. At induction and at annual refresher training, all staff read at least part 1 of Keeping Children Safe in Education (2024) and endorse this with their signature.

All staff and volunteers working in the school must be aware of systems within the school which support safeguarding, and these will be explained to them as part of staff induction. All staff and volunteers will receive an induction prior to commencing work in our school. The induction will ensure the following documents and information are shared:

- Safeguarding and Child protection policy (which should amongst other things also include the policy and procedures to deal with child-on-child abuse)
- behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying).

- staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low-level concerns, allegations against staff and whistleblowing
- safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead, deputies and/or safeguarding team members).
- copies of any other relevant policies and a copy of Part one (or Annex A, if appropriate) of KCSIE 2024

The school draws upon SIL's induction template and Safeguarding Induction Booklet (Schools' Safeguarding Handbook) to ensure all appropriate policies and guidance are shared.

All staff and volunteers working in the school must complete safeguarding training appropriate to their role as part of their induction and at a minimum of annually thereafter. As part of the requirement for all staff to undergo regular updated safeguarding training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring), safeguarding training will be integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning. The school's safeguarding training plan will build upon existing staff knowledge, in addition to refreshing key knowledge, and will be pertinent to the needs of the school community and local context. In addition, all staff will receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required to continue to provide them with relevant skills and knowledge to safeguard children effectively.

The Principal and Management Committee

- It is to be expected that in the case of allegations against the staff, the Principal is the lead professional and liaise with the LADO.
- Where the allegation is against the Principal, or Head of Education, as proprietors and members of the management Committee, the Chair of Management Committee, Mr Frank Madariaga, will immediately refer the concerns to the local area designated officer (LADO), who will act independently to ensure that matters are investigated appropriately.
- We have a nominated Management Committee member responsible for Safeguarding. The designated link governor is Mr F. Madariaga
- The link Safeguarding Mgt Committee member meets termly with the DSL
- The Safeguarding Team provide termly reports to the Management Committee.

The Management Committee should ensure that:

- The setting meets the statutory responsibilities set out in Keeping Children Safe in Education (DFE September 2024) and Working Together to Safeguard Children (DFE 2023).
- The setting has a strategy for providing early help together with other agencies and supporting children and families by carrying out early help assessments, drawing upon the LSCP's 'Responding to Levels of Need Framework.'
- The child protection policy is reviewed at least annually and available to parents, normally via the setting's website.
- All adults working within the setting are aware of the setting's code of conduct and this guidance is in keeping with the Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium, 2022)
- The setting's practice is reviewed in line with Local Authority guidance, Local Safeguarding Children Partnership (LSCP) priorities and procedures and any actions identified in the Local Authority 175 Audit are completed.
- There is a named Designated Safeguarding Lead who is a member of the setting leadership

team. There are colleagues trained to provide cover for the role.

- The setting has procedures in keeping with the LSCP for dealing with any allegations made against any adult working within or on behalf of the the setting.
- There is a nominated Management Committee member, usually the chair, who is responsible for ensuring that the local designated officer (LADO) manages any allegations against the Principal or Head of Education, as proprietors and members of the Management Committee.
- There is a nominated safeguarding Management Committee member to liaise with the Designated Safeguarding Lead and champion child protection/safeguarding.
- The setting follows safer recruitment procedures, including the statutory pre-employment checks on all staff working with young people. The Chair of the Management Committee and safeguarding member together with the Principal review the setting's single central record.
- The setting itself is a safe environment where the views of children and families are listened to and where children are taught about safeguarding and how to keep themselves safe, including on the internet or when using digital technology. Any complaints about services lead to improvements in practice.
- The setting ensures that there is a nominated governor responsible for ensuring [Digital and technology standards in schools and colleges](#) (DfE 2024) are met.
- Ensure that the school has appropriate filtering and monitoring systems in place for IT systems regularly reviews their effectiveness and encourages safe and responsible use of digital technologies.
- The Principal and Mgt Committee ensures that staff and the leadership team have an awareness and understanding of the provisions in place for filtering and monitoring and manage them effectively and know how to escalate concerns when identified and encourage safe and responsible use of digital technologies.
 - It scrutinises the impact of the setting's training strategy so that all staff, including temporary staff and volunteers, are aware of the setting's child protection procedures. All staff must have child protection training which is regularly updated. The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads undertake training in keeping with statutory training.
 - The Management Committee are given guidance to support them to ensure the setting meets its statutory safeguarding requirements.
 - There is effective analysis of safeguarding data including bullying, attendance, exclusions, behaviour logs, pupils taken off roll, the views and progress and participation of vulnerable students.
 - All safeguarding practices are quality assured by the leadership team, including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team.
 - The Principal is the designated person to promote the educational achievement of children who are looked after.

Notifying Safeguarding Concerns

Everyone who works with children, whether in a paid or voluntary capacity, has a responsibility for keeping them safe. As such, all staff in setting have a legal duty to share with the relevant individuals or bodies any information relating to the safety or well-being of a child, as is stated in the relevant Statutory Guidance. They are therefore encouraged to share any concerns they may have; however minor they may seem. Once a Safeguarding concern has been raised then the member of staff responsible for managing and monitoring the concern – usually the Principal (DSL) or Head of Education (Deputy DSL) or in their absence to a senior member of

staff – promptly records in writing all verbal conversations pertaining to the concern.

- Staff should ensure that they record their concerns in a contemporaneous fashion. Records will note the difference between fact and opinion. The child’s voice will be made clearly evident.
- Ensure that concerns relating to children remain confidential and are only shared with the appropriate safeguarding staff.
- Understand that any member of staff can make a referral to children’s services should that be required, informing the Designated Safeguarding Lead of any action taken.
- Understand their responsibility to escalate their concerns and ‘press for reconsideration’ if a child remains at risk or their needs are not met or if it appears that the school is not taking effective action in line with expected procedures. This includes the understanding that any member of staff can make a referral to Children’s Services if required to do.
- Teachers and those providing teaching **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.
- Be aware safeguarding issues can manifest themselves via child on child abuse.
- Understand that it may be appropriate to discuss with the Principal matters outside of work, which may have implications for the safeguarding of children in the workplace. This includes information about themselves. Staff will ensure that they are aware of the circumstances where this would be applicable.
- Report any concerns (including those which might be considered to be low level concerns) about the behaviour of an adult towards a child without delay to the Principal, Designated Safeguarding Lead, Management Committee Chair or if required the Local Authority Designated Officer for Allegations against Staff.
- Follow the school’s policies including this child protection policy and the school’s code of conduct for adults and the [Guidance for safer working practice for those working with children and young people in education settings](#) (2022)
- Understand the circumstances where it may be necessary to ‘self-report’ incidents where they could have found themselves in a situation which could be misinterpreted, or may appear compromising to others, or if they have behaved in a manner which, on reflection, they consider to fall below the standards set out within the code of conduct for staff.
- Be aware that behaviour by themselves, those with whom they have a relationship or association, or others in their personal lives (in or out of school or online), may impact on their work with children.
- Be aware that if their role is within the scope of the Childcare Act 2006 and they commit a relevant offence that would appear on their DBS certificate or they become disqualified under the Childcare Act 2006, then they must inform the Principal.
- Be aware that they should inform the Principal of any cautions, convictions or relevant order accrued during their employment, and/or if they are charged with a criminal offence.
- Understand that some children, including those with Special Educational Needs or Looked After, may be more vulnerable to abuse.

‘Children with special educational needs and disabilities (SEND) or certain health conditions can face additional safeguarding challenges. This can include:

- *assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;*
- *these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;*
- *the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and*
- *communication barriers and difficulties in overcoming these barriers.’* (DFE 2024)

The DFE has provided additional practice guidance ‘[Safeguarding Disabled Children](#)’ DFE 2009.

- Have access to the school’s managing allegations against adults procedures and whistle blowing policy. In addition, the NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8am to 8pm, Monday to Friday and 9am to 6pm at weekends, or email: help@nspcc.org.uk.

- Have access to [What to do if you are worried a child is being abused 2015: Advice for practitioners](#) DFE 2015
- Understand that any indication of failure to follow any of the procedures set out within this policy will lead to a formal investigation by the school.

The points below outline the normal process by which notification of Safeguarding concerns are made. It should be noted again, however that ANY member of staff can make a referral directly to Children’s Services if they feel that this is necessary.

- In the case of urgent concerns where a learner is in imminent danger, the concern should be reported immediately
- Closed and archived safeguarding files are kept in a locked filing cabinet to which only the Principal and Designated Safeguarding Officers have access
- If a learner transfers to another setting, all Safeguarding records will be transferred immediately and separately from the learner’s setting file. A copy is made and kept in setting. The original Safeguarding file is either delivered by hand and a signed receipt procured; sent by a signed-for secure delivery service and the receipt kept. Proof of transfer is filed in the pupil’s Safeguarding file in setting.
- If a learner leaves setting at age 16 and their destination is not known, the Local Authority will be informed that a Safeguarding file exists for that young person and a request made that setting be notified if that young person should return to education at a later date. At that point, the young person’s Safeguarding file would be transferred as described above.
- Safeguarding records (and copies of all Safeguarding records transferred to another institution), are kept securely by the setting until the person on whom the file is held reaches their 26th birthday (in line with changes relating to the General Data Protection Regulation)
- Members of the Safeguarding team refer to Setting Improvement Liverpool model escalation policy in circumstances where a child’s situation is not improving or where they feel there needs to be a re-consideration of a decision by Children’s Services not to accept a referral.

Responsibilities of learners:

- The primary responsibility of learners with regard to safeguarding themselves and others lies in adhering to the setting’s expectations regarding behaviour, attendance and punctuality.
- Learners are aware of who are the designated safeguarding staff but also that they are able to notify concerns to any member of staff

Monitoring and supporting learners about whom Safeguarding concerns exist

- All concerns brought to one of the Safeguarding Leads are raised at the weekly team briefings and discussed also at monthly staff meetings.
- Academic progress of learners about whom Safeguarding concerns exist is reviewed by staff on a half termly basis and concerns communicated to the Safeguarding Team.
- The attendance of these learners is monitored closely by the Principal, as appropriate.
- Risk assessments are undertaken as needed and in collaboration with other agencies of learners with significant mental health issues. If there is a danger of suicide, a referral to Children’s Services is made.
- Prior to any Child Protection Conference / Child in Need meeting / LAC Review, a review is undertaken of the learner’s attendance, punctuality, behaviour in setting and progress in lessons. Any concerns are highlighted to the meeting and copies of all attendance,

punctuality and behaviour records provided.

Confidentiality

- For reasons of confidentiality, only those people who need to know about Safeguarding matters are told and conversations about Safeguarding matters will always be held in private.
- The setting follows Liverpool Safeguarding Children Partnership Guidelines and shares appropriate information with other agencies when failure to share information might jeopardise a child's safety.

Parents/Carers

- We ensure that parents and carers have an understanding of the responsibility placed on the setting and staff for Safeguarding by setting out its obligations on the setting website.

Staff and Volunteer Recruitment and Conduct

- We ensure safe recruitment practices are always followed. All interview panels for staff and volunteers have at least one member trained in Safer Recruitment practice.
- All staff are advised to follow the staff Code of Conduct.
- We ensure all appropriate DBS checks are made prior to staff or volunteers working alone with our learners. These are recorded in the Single Central Record and renewed at the required intervals to comply with the LA Safeguarding rules. It is recorded on the SCR that teachers are not subject to a Prohibition or Interim Prohibition Order. Online searches are made and recorded for all new appointments.
- The setting may not request an enhanced DBS check with barred list check for anyone working in the setting not in regulated activity – but may request an enhanced DBS check.
- Risk assessments are carried out on volunteers and visitors to determine whether an enhanced DBS check is required
- Visitors and volunteers due to work alone with learners are required to provide their DBS details and photographic proof of identity by way of passport or driving licence. For volunteers or visitors in regulated activity a Barred List Check must also be undertaken. This does not apply to staff and volunteers who represent organisations recognised as being part of the Liverpool Safeguarding Board such as NHS staff, AWO, Ofsted Inspectors and permanent staff from other settings.
- All visitors are asked to read the setting Safeguarding guidelines.
- For trainee teachers, it is the responsibility of the initial teacher training provider to undertake checks on teachers unless they are salaried by the setting
- ***The setting will refer to the DBS anyone who has harmed or poses a risk of harm to a child, or if there is reason to believe that the member of staff has committed one of a number of listed offences.***
- Suspension is only considered in cases where there is cause to suspect a child/children in the setting to be at risk of harm or if the case is so serious that it might be grounds for dismissal. All options are considered to avoid suspension.
- Overseas checks are required on staff who have lived or worked outside of the UK for a period of more than twelve months within the last ten years while aged 18 or over. These are conducted in accordance with Department for Education 'Guidance on the application process for criminal records checks overseas', available online via the gov.uk website.

Visitors

- We ensure robust gate-keeping procedures for all visitors to setting. Visitors are required to read the setting Safeguarding guidelines.

- Contractors are not allowed on site when learners are present.

Work Experience Placements

- The setting may not request an enhanced DBS check with barred list information for staff supervising children aged 16 on work experience.
- All learners receive a health and safety training talk in setting and have clear guidance as to what to do if safeguarding issues arise while on work experience.
- The Health & Safety Lead ensures relevant safeguarding checks have been made for each placement.
- Setting staff endeavour to visit all learners at their placements but in cases where this is not possible staff will endeavour to contact learners by phone.

Practical Advice and Emerging Issues

All staff receive regular updates and advice with regard to emerging issues. The following information is for summary purposes only and outlines policies for preventing and reacting to potential harm to a child.

Abuse:

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

Physical Abuse:

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

Emotional Abuse:

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

Sexual Abuse:

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual

images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect:

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment
- provide suitable education

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

Female Genital Mutilation

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have taken place on a female under the age of 18 to be reported to police and children's services.

Action

- Contact Police immediately
- Seek advice and support from recognised agencies
- Do not contact the family or ask any member of the community to mediate.

It is a requirement that the person who receives the disclosure is themselves the one who report this to the authorities – or is present with a member of the Safeguarding Team when they report this.

The mandatory duty to report to police only applies to instances where the disclosure states that FGM has taken place. It does not apply to instances where there is reason to believe that FGM may take place at some point in the future. In those instances, concerns should be passed to the Safeguarding Team for their consideration.

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

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

The school will also consult the government guidance [Multi-agency statutory guidance on female genital mutilation \(updated 2020\)](#) and will have reference to guidance provided by the National FGM Centre [FGM Schools Guidance - National FGM Centre](#).

In addition, the school recognises the important role schools have in safeguarding children

from [Forced Marriage](#). The Forced Marriage Unit has published [Multi-agency statutory guidance](#), with points 8.1, 8.2. and 8.3 focusing on the role of schools and colleges.

Forced Marriage

The school is clear that when it comes to the marriage of a child, the distinction between a forced marriage and an arranged marriage does not exist. Following the [Marriage and Civil Partnership \(Minimum Age\) Act 2022](#), which came into force in February 2023, it is an offence to engage in any conduct for the purpose of causing a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. Such a marriage is deemed a forced marriage. (The same legislation also provides that the minimum age at which one can legally marry or enter into a civil partnership in England and Wales is 18.) School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 (Monday to Friday 9.00am – 5.00pm or email: fmufco.gov.uk).

The Teachers' Standards (DfE 2013, updated 2021) also requires all teachers to 'uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, including:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

So-called 'Honour Based ' Violence'

So-called 'honour-based' violence (HBV) encompasses incidents or 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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. 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 HBV, or already having suffered HBV.

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the Designated Safeguarding Lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers/trainers** that requires a different approach.

Preventing Radicalisation

The action or process of causing someone to adopt radical positions on political or social issues:

The Counter-Terrorism and Security Act 2015 places a duty upon local authorities and educational providers to 'have due regard to the need to prevent people from being drawn into terrorism'. The DfE has provided statutory guidance for schools and child care providers: 'The Prevent Duty' (December 2023).

Children are vulnerable to extremist ideology and radicalisation. Protecting children from this risk should be a part of a settings safeguard approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

Our school will ensure that staff are aware of the indicators of extremism and radicalisation, why learners may be susceptible to being drawn into terrorism and know how to respond in keeping with local and national guidance by completing regular training in relation to Prevent. Staff will use their judgement in identifying children who might be at risk of radicalisation, look out for concerning changes in behaviour and act proportionately which may include making a referral via Children's Services to the Channel programme. Equally children will be made aware of the risks and support available to them. We will ensure that children are safe from terrorist and extremist material when accessing the internet in schools. The Government has developed an 'educate against hate' website providing information and resources for schools and parents to support them to recognise and address extremism and radicalisation in young people. As a school we will complete a risk assessment which assesses how our learners or staff may be at risk of being radicalised into terrorism, including online. Where specific risks are identified, we have developed an action plan to set out the steps they will take to mitigate this risk. This is proportionate and based on an understanding of the threat and risk in our local area, the phase of education and the size and type of our setting. Given Liverpool is a priority area, schools can seek additional advice, guidance and training from the Local Authority's Prevent Coordinator or Local Authority's Prevent Education Officer (details in SIL's Safeguarding Handbook).

The Prevent Duty (December 2023)

All settings and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of settings' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with settings (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

The DfE has published advice for settings on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. Please see:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Radicalisation

Forces that may contribute to vulnerability:

- Rejected by peer, faith or social group/family.
- Pressure from persons linked to extremism.
- Victim or witness to race or religious hate crime.

- Conflict with family over religious beliefs/lifestyle/politics.
- Identify confusion.
- Recent religious conversion.
- Change in behaviour or appearance due to new influences.
- Under-achievement.
- May possess literature related to extreme views.
- Experience of poverty, disadvantage or social exclusion.
- Extremist influences.
- A series of traumatic events - global, national or personal.

The school meets its responsibilities under the Prevent Duty including ensuring there are reasonable checks made on visiting speakers and monitoring and filtering is in place across the school's IT systems. All staff have had opportunity for Prevent training either through face to face training or access to online resources:

<https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/>

The Government has developed an 'educate against hate' website providing information and resources for schools and parents to support them to recognise and address extremism and radicalisation in young people. Given Liverpool is a priority area, schools can seek additional advice, guidance and training from the Local Authority's Prevent Coordinator or Local Authority's Prevent Education Officer (details in School Improvement Liverpool's Safeguarding Handbook).

Spiritual/Faith Abuse

Within certain faith communities harm can be caused by the inappropriate use of religious belief or certain practices. This can include the misuse of the authority of leadership, penitential discipline, oppressive

Sexting

In the latest advice for settings and colleges (UKCCIS, 2016), sexting is defined as **the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18**. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. 'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

What to do if an incident involving 'sexting' comes to your attention

Report it to your Designated Safeguarding Lead (DSL) immediately.

- **Never** view, download or share the imagery yourself, or ask a child to share or download – **this is illegal**.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL.
- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- **Do not** share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

Upskirting

Is the practice of making unauthorized photographs under a woman's skirt or man's kilt, capturing an image of the crotch area, underwear, and sometimes genitalia. An upskirt is a photograph, video, or illustration which incorporates an image made by upskirting. Upskirting is now a criminal offence punishable by up to two years in prison.

If an incident involving Upskirting comes to your attention, report it to your Designated Safeguarding Lead (DSL) immediately.

Children at risk of Serious Violence and/or Child Criminal or Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Where concerns are raised regarding possible CSE, these are relayed to Social Services by the DSLs via the completion of a MARF Form and/or MACSE referral and all actions are recorded in the child's safeguarding file.

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

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

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

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced abuse or neglect and having been involved in offending such as theft or robbery. Additional information and advice can be found in the Home Office's Serious Violence Duty; Preventing and reducing serious violence, Preventing youth violence and gang involvement and Criminal exploitation of children and vulnerable adults: county lines guidance.

Engagement in education is a strong protective factor against children and young people's risk of involvement in serious violence. Through engaging in good quality education, children and young people feel a sense of belonging, achievement and are equipped with skills and resilience they need to be safe and to succeed in life. Our school recognises that we play a vital role in preventing and reducing serious violence by facilitating early interventions, prevention and safeguarding children.

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

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

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

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

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

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

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

Child Criminal Exploitation: County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people and local communities. Key to identifying potential involvement in county lines are missing episodes, when a victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). The setting has a mandatory duty to inform the Local Authority of children in such arrangements.

Fabricated or Induced Illness

What is fabricated or induced illness?

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerated or deliberately causes symptoms of illness in the child. In fabricated or induced illness, the parent may present the child as ill when they are healthy, deliberately induce symptoms of illness, manipulate test results, or exaggerate or lie about symptoms.

Why does fabricated or induced illness occur?

The carer may benefit from the attention in some way. There may be somatoform disorders in the carer, where they have multiple, ongoing medically unexplained symptoms. Personality disorders can have an impact, and, the opportunity for financial gain. Often, many of these issues occur together.

Fabricated or induced illness is often unreported, undetected, and is emotionally harmful. It is very complex issue.

Fabricated or induced illness is really an interaction between three key variables: the child's

health, the parent's view, and the medical view. Fabricated or induced illness covers a wide range of behaviours in carers, from anxiety to deliberately causing symptoms. Some psychiatric illnesses and conditions may also affect the carer's perception.

Indicators of fabricated or induced illness

Some of the indicators of fabricated or induced illness, include:

- the medical history doesn't make sense
- treatment is ineffective
- the symptoms disappear when the carer isn't around, and
- they can be seen repeatedly by different professionals looking for different things.

In all cases, the child's normal life is restricted. Cases of fabricated or induced illness are very complex. Where fabricated and induced illness is suspected, referrals should be made without alerting the child's carer.

If you believe a child may be subject to fabricated or induced illness, report it to your Designated Safeguarding Lead (DSL) immediately.

Key Areas of Risk

Staff working in settings may naturally find themselves in certain situations that call for particular care to be taken to avoid harm to a child or to put themselves in a position where their behaviour could be misconstrued.

This includes situations where there is a need for **physical intervention, personal care or intimate care** – procedures for which are outlined in our Welfare of Learners policy, available via the setting website and with which all staff are expected to be familiar.

Similarly, policies and **procedures for overnight stays and host families** are set out in our Educational Visits policy, available via the setting website and with which all staff are expected to be familiar

Guidance on **one-to-one working** is covered in our Lone Working policy, which makes clear that when staff are working one-to-one with a learner they must inform a departmental colleague and ensure that their door is left open. All staff relocate to the staff room if working in setting after 5pm.

When learners are changing for PE lessons, there is a need for an appropriate level of supervision in order to safeguard young people and/or satisfy health and safety considerations.

This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

This means that adults should:

- Avoid any physical contact when children are in a state of undress
- Avoid any visually intrusive behaviour (e.g. standing in a location from which they can look into the changing room whilst learners are in a state of undress)

- Announce their intention of entering changing rooms

This means that adults should not:

- Change in the same place as children
- Shower or bathe with children

Procedures for dealing with safeguarding concerns against another pupil/Peer-on-peer abuse

All children have a right to attend setting and learn in a safe environment. Children should be free from harm by adults in the setting and other learners.

We recognise that some learners will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the setting's Behaviour Policy.

Occasionally, allegations may be made against learners by others in the setting, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the setting
- indicates that other pupils may have been affected by this learner
- indicates that young people outside the setting may be affected by this learner

Examples of safeguarding issues against a learner could include:

- physical abuse
- bullying
- initiation ceremonies
- sexting
- upskirting
- violence, particularly pre-planned
- forcing others to use drugs or alcohol
- emotional abuse
- blackmail or extortion
- threats and intimidation
- sexual abuse
- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting
- sexual exploitation
- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older learners may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Minimising the risk of safeguarding concerns towards pupils from other learners

On occasion, some learners will present a safeguarding risk to other learners. The setting should be informed that the young person raises safeguarding concerns, for example, they are coming back into setting following a period in custody or they have experienced serious abuse themselves.

These learners will be subject to an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

What to do

When an allegation is made by a pupil against another learner, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances

The DSL should contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the learner being complained about and the alleged victim). It may be appropriate to exclude the pupil being complained about for a period of time according to the setting's behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough setting investigation should take place into the matter using the setting's usual disciplinary procedures. In situations where the setting considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Children requiring mental health support

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

The Mental Health and Behaviour in Schools guidance sets out how schools and colleges can help prevent mental health problems by promoting resilience as part of an integrated, whole school/college approach to social and emotional wellbeing, which is tailored to the needs of their pupils.

Phil Clarke is the designated Mental Health lead, supported by the Principal. All mental health concerns should be reported to him as soon as is practicable.

Sexual Violence and Sexual Harassment

Child on child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. All staff working with children are advised to maintain an attitude of ‘it could happen here’.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent in the future.

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. As set out in Part one of this guidance, schools and colleges should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college, including intimate personal relationships

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

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

It should be explicit that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.

There are clear systems and processes in place to identify and respond to issues of sexual violence, sexual harassment or harmful sexualised behaviours between children, including a sequenced curriculum designed to specifically address sexual harassment, online abuse, sexual violence and issues of consent in an age and stage appropriate way.

Staff should report any concerns relating to sexual violence and sexual harassment immediately to the Designated Safeguarding Lead.

Domestic Abuse

Domestic abuse The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour.

Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act). Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Peer on Peer Abuse

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

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

Staff must act on the assumption that children may be experiencing sexual violence or harassment, even if there are no specific reports of such behaviour. Staff must ensure that they challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing, particularly towards girls or other vulnerable groups of children. Behaviours by children should never be passed off as ‘banter’, ‘having a laugh’ or ‘part of growing up’ as this can lead to an unsafe culture which normalises abuse and inappropriate behaviours and can lead to children accepting it as normal and therefore not reporting such issues. Our school will prevent sexual

harassment, online sexual abuse and sexual violence through a carefully planned and sequenced relationships, sex and health education curriculum alongside effective challenge and response to specific issues when they arise. All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe.

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

- abuse within intimate personal relationships between peers;
- bullying (including cyber bullying, prejudice-based and discriminatory bullying);
- serious violence;
- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment such as sexual comments, remarks, “jokes”, taunting and online sexual harassment which may be standalone or part of a broader pattern of abuse;
- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes;
- displaying pictures, photos or drawings of a sexual nature;
- causing someone to engage in sexual activity without consent;
- online sexual harassment including consensual and non-consensual sharing of nude and semi-nudes images and/or videos, sharing of unwanted explicit content, sexualised online bullying, unwanted sexual comments and messages including on social media, sexual exploitation, coercion and threats and coercing others into sharing images of themselves or performing acts they are not comfortable with online;
- consensual and non-consensual sharing of nudes and semi-nude images or videos;
- upskirting, which typically involves taking a picture under a person’s clothing without their permission (this is a criminal offence);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; and
- sexting and initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and many also include an online element).

When responding to reports of child on child abuse, the Designated Safeguarding Lead will respond to each report on a case-by-case basis. If an allegation is potentially criminal in nature, a report will be made to the Police. This will generally be in parallel to a referral to children’s services. School can refer to the NPCC guidance When to call the Police for additional support.

The school will also handle reports which include an online element carefully. This includes being aware of Searching, screening and confiscation: advice for schools and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people.

Children with special educational needs and disabilities are more vulnerable to sexual violence and harassment and staff should be aware that additional barriers can exist when recognising abuse in these children. The fact that a child or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm however children who are LGBTQ+ or perceived to be, may also be targeted by their peers and harassed or assaulted. Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. It is therefore vital that all staff endeavour to reduce the additional barriers faced, and provide a safe space for children to speak out or share their concerns.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of the protections set out under the Human Rights Act 1998, depending on the nature of the conduct and the circumstances. In addition, the Public Sector Equality Duty places a general duty on schools and colleges to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, to advance the equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and specific consideration must be given to equality implications such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism.

Victims of child on child sexual harm will be supported by the school's pastoral system and referred to specialist agencies including, for example, 'CAMHS', 'Brook' and 'Barnardo's'. When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The school curriculum will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including 'sexting' or 'initiation/hazing' behaviours.

Additional guidance is available on the NSPCC website:

<https://learning.nspcc.org.uk/child-abuse-and-neglect/online-abuse>

Domestic Abuse & Operation Encompass

All staff and volunteers are aware that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

The Domestic Abuse Act 2021 recognises children as victims of Domestic Abuse in their own right and sets out statutory multi-agency responsibilities, including specific responsibilities on education providers. Amongst other things, these include how school deliver an effective PSHE / RSHE curriculum which supports children to recognise and report feelings of being unsafe, and covers the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, 'honour'-based abuse and FGM, and how these can affect current and future relationships.

Prudentia Education is part of [Operation Encompass](#). Operation Encompass is a national police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Violence and Abuse. Operation Encompass enables every child to receive support, regardless of whether the incident has been recorded as a crime and regardless of whether there is involvement with children's services. Operation Encompass means that the police will share information with our school about all police attended Domestic Abuse incidents which involve any of our children prior to the start of the next school day.

In order to support the school's response, key members of staff have undertaken specific training related to Operation Encompass.

Our DSL undertook training on 7.3.24, our deputy DSL(s) undertook training on 7.3.24.

Key information about the principles of Operation Encompass has been cascaded to all other school

staff and Governors. This includes discussing with staff how we can support children who are experiencing Domestic Abuse on a day-to-day basis, and particularly following an Operation Encompass notification. No actions taken by school will put the child/ren or adult victim at risk.

Prudentia Education ensures that parents are fully aware of Operation Encompass and when a new child joins our school, we ensure that the parents/carers are informed about Operation Encompass.

Operation Encompass notifications are stored in line with all other confidential safeguarding and child protection information. Notifications will be stored and recorded within our confidential Safeguarding records.

All Operation Encompass data (including new MfH notifications) will form part of the termly safeguarding report to Governors. All information is anonymised for these reports.

The school has used the Operation Encompass Key Adult Responsibilities checklist to ensure that all appropriate actions have been taken.

From March 2024 using Operation Encompass, Merseyside Police will share information with our school about all children who are or who have been missing from home or care (MfH). The Key Adult (DSL) and their deputy/s (DDSLs) have completed the online Operation Encompass Key Adult training which contains a module about MfH. Information about MfH notifications have been shared with all other school staff and Governors. Our parents are fully aware that this information is being shared with our school.

The Operation Encompass MfH information is stored in line with all other confidential safeguarding and child protection information.

Our school has discussed how we can support our children who have gone missing and how we will act following an Operation Encompass MfH notification. Our curriculum includes work in this area. We have used the Operation Encompass Handbook on MfH to inform our thinking. We are aware that we must do nothing that puts the child/ren at risk.

Should the Head Teacher, DSL or DDSLs leave the school and other staff are appointed, school name will ensure that all key information shared with the new Head Teacher/Key Adults and that the new member of staff will undertake the Operation Encompass online training.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>
- Refuge what is domestic violence/effects of domestic violence on children
<http://www.refuge.org.uk/get-help-now/what-is-domestic-violence/effects-of-domestic-violence-on-children/>
- Safelives: young people and domestic abuse.

<http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

- Domestic abuse: specialist sources of support - GOV.UK (www.gov.uk) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)

<https://www.gov.uk/government/publications/domestic-abuse-get-help-for-specific-needs-or-situations/domestic-abuse-specialist-sources-of-support>

- Home : Operation Encompass (includes information for schools on the impact of domestic abuse on children) <https://www.operationencompass.org/>

Young Carers

At Prudentia Education we are aware that pupils in our setting may have caring roles at home. We believe that all children and young people should have equal access to education, regardless of what is happening at home. When a young person does look after someone in their family who has a serious illness, disability or substance misuse problem, they may need extra support to help them get the most out of setting.

We aim to understand the issues faced by young carers and to support young carers through a whole-setting approach and through working with other agencies and professionals, with the understanding that support for the whole family is in the best interests of the young carer. The whole setting is committed to meeting the needs of young carers so that they are enabled and encouraged to attend and enjoy setting and have access to education equal to that of their peers. St. Julie's holds young carers in the same regard as all other pupils and as such understands that they have the additional burden of caring responsibilities and may require additional support and reasonable adjustments in order to ensure their opportunities are equal.

The setting will therefore:

- Have a named lead with special responsibility for young carers and their families and make pupils and families aware of the identity of the setting's lead. The setting lead is Mr Christian Adeniran.
- Keep up to date with national and local developments and with legislation and guidance affecting young carers and their families. Training on young carers' issues will be embedded in ongoing professional development for all staff.
- Use the curriculum to promote a full understanding, acceptance of, and respect for, issues such as caring, disability and impairment.
- Recognise young carers as a vulnerable group to be monitored closely and use and evaluate data effectively to identify and monitor the progress made by young carers.
- Attempt to identify those pupils whose parent(s) or family members have disabilities or other long-term physical or mental health problems and if this has an impact on their education.
- Aim to mitigate the impact of young carers' family situations on their education, for instance by considering providing educational resources for the pupil to use at home, allowing the pupil to call home from setting at break and lunchtimes in order to check on a family member, and considering alternatives to after-setting rehearsals, revision sessions and sanctions.
- Remain vigilant to the possibility of a young person's caring role being a possible cause for bullying, and monitor this through anti-bullying procedures.
- Offer support to improve attendance and well-being of pupils identified as young carers.
- Identify those young carers at risk of falling into the Not in Education, Employment or Training (NEET) category and take appropriate actions to address this.
- Be accessible to parents with disabilities and/or illness, offering additional support where

possible to enable them to attend parents' evenings or other setting events. Home visits will be considered where appropriate.

- Identify siblings of Prudentia Education learners who are young carers, and maintain communication with siblings' settings if they are in education.
- Work in partnership where appropriate with general practitioners, young carers' services including Barnardo's Young Carers' service, behaviour and education support teams.
- Consider the use of the Local Authority's Early Help Assessment Tool (EHAT) to assess the need for support services from other agencies and to implement and monitor this support.
- Respect the right to pupils' and families' privacy and only share information with professionals and agencies on a "need to know" basis in order to support pupils and families.

This policy has been written using the guidelines provided by The Princess Royal Trust for Carers in the document 'Young Carers: Guidance for Settings and Local Authorities', and with reference to 'Supporting Young Carers' - Ofsted, June 2009.

Resources:

- Other DFE statutory guidance including: online safety and children who go missing from home or care is found here: <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

The school and this policy also takes account of additional guidance including:

- [CSE Definition and guidance for practitioners](#) DFE 2017
- [Criminal Exploitation of children and vulnerable adults: County Lines Guidance](#) DFE 2024
- [Disqualification under the Childcare Act](#) DFE 2006
- [Information sharing: Advice for practitioners providing safeguarding services](#) DFE 2024
- [The Prevent Duty – Safeguarding learners vulnerable to radicalisation](#) DFE 2023
- [How social media is used to encourage travel to Syria and Iraq](#) DFE 2015 (Briefing note for schools)
- The [Ofsted School Inspection Handbook](#) and Ofsted guidance: [Inspecting safeguarding in early years, education and skills](#)
- [What to do if you are worried a child is being abused: Advice for practitioners](#) DFE 2015
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) DFSIT / UKCIS 2020
- [Serious Violence Duty: statutory guidance](#) Home Office 2022
- [Domestic Abuse: statutory guidance](#) Home Office 2022
- [Working together to improve school attendance](#) DFE 2023
- [Searching, screening and confiscation: advice for schools](#) DFE 2023
- Other DFE statutory guidance including: online safety and children who go missing from home or care is found here: <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>
- Responding to need guidance and levels of need framework. Liverpool Safeguarding Children's Partnership (February 2023). [LSCP Levels of Need Document 2023 - Printable Version](#)

FGM Mandatory reporting.

<https://www.gov.uk/government/publications/fgm-mandatory-reporting-in-healthcare> (October 2015, updated January 2017)

[Sexting in Settings and Colleges: Responding to Incidents and Safeguarding Young People](#) (UKCCIS, 2020 - updated March 2024)

NSPCC. fgmhelp@nspcc.org.uk

Supporting Families & Communities in becoming resilient in Liverpool. Liverpool City Council Preventative & Early Help Services for Children & Families.

Early Help – Children & Families. Liverpool City Council, Information for Children and Young People.

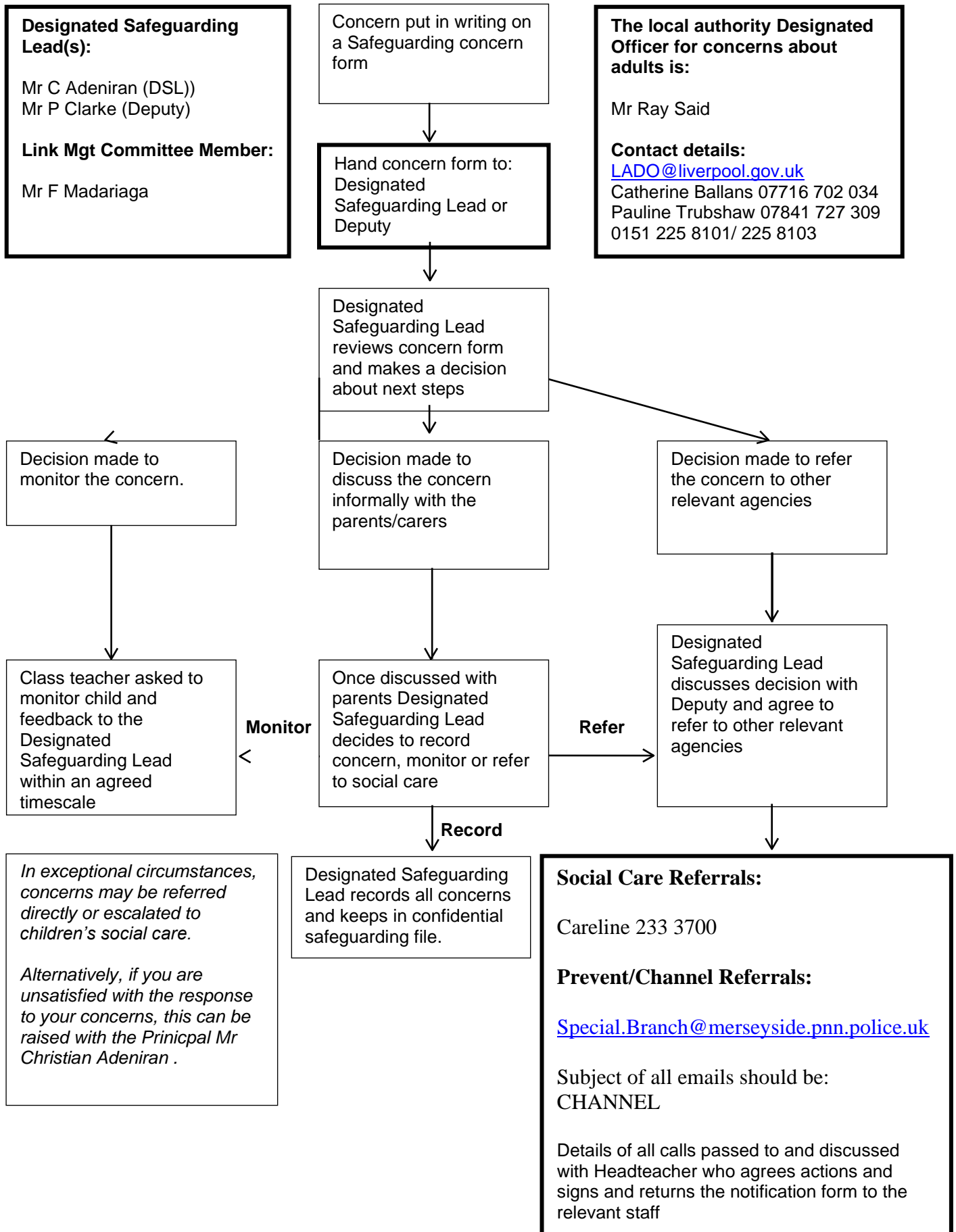
Working Together. Liverpool Safeguarding Children’s Partnership.

Related policies and documents

Staff Code of Conduct, Behaviour policy, Curriculum policy, Attendance policy, Anti Bullying policy

APPENDIX 1

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



APPENDIX 2

Body Map Guidance for Settings

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or setting take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

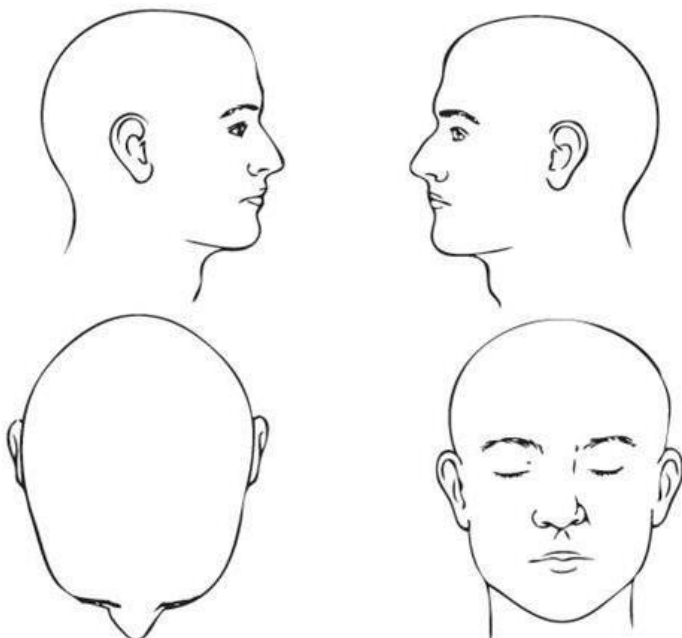
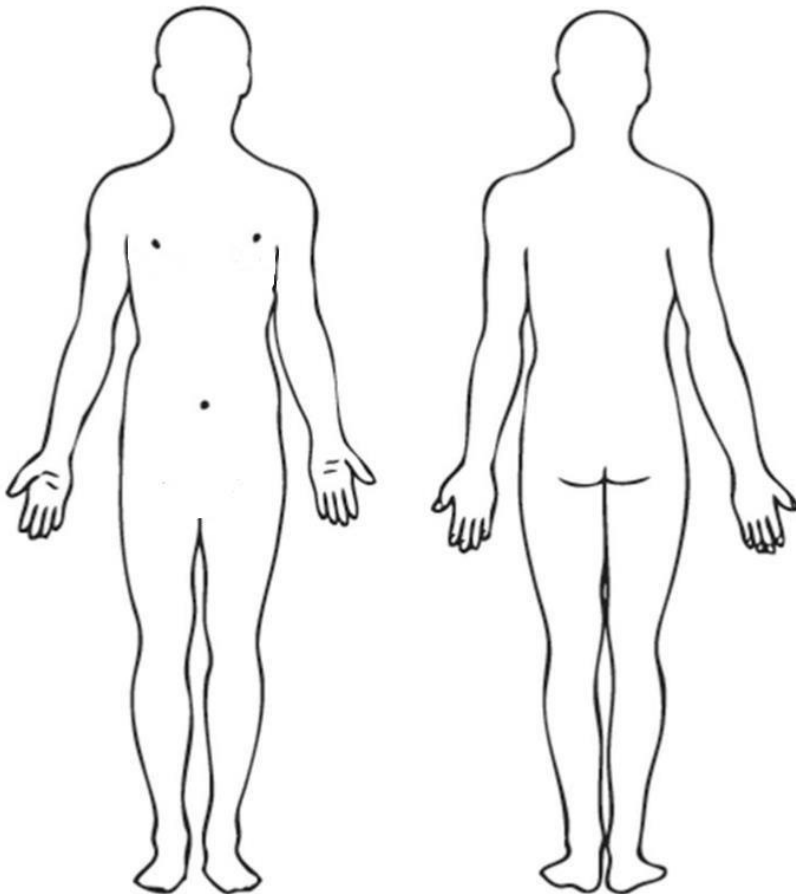
Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

APPENDIX 2

Safeguarding Body Map



Child's Name:

Date of Birth:

Staff Name: who witnessed the injuries

Date & time injuries seen:

Date & time info recorded:

Details of injuries/location on body:

Signed/Name of SLT / Date:

Actions by SLT:



APPENDIX 3

PRUDENTIA EDUCATION CHILD PROTECTION INCIDENT RECORDING SHEET

Name of member of Staff Recording Incident

Date Time.....

Name of pupilDOB

Who was present

Date and time reported to DSL

Names of any other staff informed

Names of any other pupils involved

Are parents aware? Give details

Time and place of incident.....

Nature of concerns

--

Account of incident (use back of sheet if needed)

--

Action taken

Name of duty worker/soc worker if reported

Name of any other agencies involved

Further action

Signed Date

APPENDIX 4 1: GLOSSARY OF TERMS, ROLES AND RESPONSIBILITIES

Local Authority Designated Officer (LADO)	Located within the Safeguarding Unit at The Ray Hurst Centre, Pendine Close, Liverpool, L6 3BH. Catherine Ballans and Pauline Trubshaw are Liverpool's LADO's and they are responsible for the management and oversight of all allegation cases across the city, providing advice and guidance to employers and voluntary organisations, liaison with Police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process. Referrals can be made to lado@liverpool.gov.uk
Prevent Team (Liverpool)	Channel referrals can be made to the Prevent Team based in Liverpool. They can be contacted if you have a concern, want to make a Channel referral or want to discuss an open case regarding Prevent and Channel. Channel The Channel Police Practitioner: 0151 777 8328 Email: MSOC.SQecial.Branch@Mersetside.Qnn.Qolice.uk
	Prevent The Prevent Team: 0151 777 8311 Email: Sue.Harris@liverpool.gov.uk
Independent Reviewing Officer (IRO)	While they are employed by the Children's Services, the IRO team is not attached to another CS team or service. IROs chair strategy meetings and child protection conferences.
Setting's Safeguarding Service/ Safeguarding Unit	Setting's Safeguarding Co-ordinator and Setting's safeguarding Officer act as points of contact and a source of advice for any setting or setting where a safeguarding or allegations issue arises.
Children's Services (CS)	Children's Services includes, among various other services, Children's Social Care (CSC - formerly Social Services) and the Safeguarding Unit. The Safeguarding Unit is one of a number of non-locality based/ centrally managed services and this is where LADO, Senior IRO and Setting's Safeguarding team are located.
Public Protection Unit (PPU)	Specialist Police teams which consist of detectives trained specifically to deal with child protection cases. PPU officers deal with suspected intra-familial abuse cases and allegations against adults working with children and young people, although they also contain domestic violence and offender-specific officers too.
Liverpool Safeguarding Children Partnership (LSCP)	The LSCP has responsibility for ensuring there are effective inter-agency procedures in place for dealing with allegation against people who work with children and for monitoring and evaluating these.

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