



Child Protection & Safeguarding Policy

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Position of Author:	Designated Safeguarding Lead/Pastoral Lead
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The governing body minutes reflect that this policy was last reviewed by the governing body in September 2021.

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

This policy should be read alongside Part 1 and Annex A of Keeping Children Safe in Education 2021, and in conjunction with Part 1 of the School Improvement Liverpool Schools Safeguarding Handbook which is made available to all staff and volunteers

Appendix 1 Child protection Covid-19 school closure arrangements, should also be read.

1. Child Protection Statement:

‘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. 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.’

‘Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.’ (DFE 2021)

2. Definitions:

A child includes anyone under the age of 18.

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

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

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

3. Policy Aims:

Keeping Children Safe in Education (DfE 2021)

- To ensure responsibilities and procedures are fully understood and that everyone can recognise signs and indicators of abuse or neglect and respond to them appropriately
- To ensure that the school's practice meets local and national guidance

4. Key Principles:

- The child's needs and welfare are paramount. All children have a right to be protected from abuse and neglect and have their welfare safeguarded.
- 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 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 2015)
- 'All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.' (DFE 2021)
- 'All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1995 that may follow a referral, along with the role they might be expected to play in such assessments' (DFE 2021)
- All staff have equal responsibility to report their concerns about a child or the behaviour of any adult without delay to the Designated Safeguarding Lead. Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, any staff member can refer their concerns to children's social care directly in emergencies or if they feel they need to do so. (Liverpool Careline 0151 233 3700)
- Everyone has responsibility to escalate their concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. 'Concerns about a child should always lead to help for a child at some point.'
- The school understands its responsibility to request a statutory assessment lead by a social worker for any child in need, as defined under the Children Act 1989, 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.
- Keeping Children Safe in Education (DfE 2021) reminds us that all staff should maintain an attitude of "it could happen here" where safeguarding is concerned.
- 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 2018)

- 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 Liverpool Safeguarding Children's partnership procedures and provide them with information as required. (www.liverpoolscb.org.uk)
- Staff, children and families will need support following child protection processes being followed.
- Children have a right to learn ways to keep themselves safe from harm and exploitation.

5. Legislation and Guidance:

Schools and colleges must have regard for the DfE statutory guidance 'Keeping Children Safe in Education (DfE 2020). This child protection policy should be read alongside this statutory guidance and all staff must read and understand at least part 1 of this guidance.

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

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

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions, and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a 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 2018) provides additional guidance and clearly states:

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

In addition, Working Together also reinforces the need to take action to provide Early Help before child protection is required:

‘Providing early help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years through to the teenage years.’ DFE 2016

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

The Counter-Terrorism and Security Act 2015 places a duty upon local authorities and educational providers to ‘have due regard to the need to prevent people from being drawn into terrorism’. The DfE has provided statutory guidance for schools and child care providers: ‘The Prevent Duty’ (June 2015). The guidance summarises the requirements on schools and child care providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. Our school will ensure that staff are aware of the indicators of extremism and radicalisation and no how to respond in keeping with Local and national guidance. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme. Equally children will be made aware of the risks and support available to them. We will ensure that children are safe from terrorist and extremist material when accessing the internet in 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.

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

Information on when and how to make a report can be found at- ‘Mandatory reporting of female genital mutilation procedural Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local guidelines. The school will also consult the government guidance Multi-agency statutory guidance on female genital mutilation (revised 2016). In addition, the school recognises the important role schools has in safeguarding children from Forced Marriage. (The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fm@fco.gov.uk., DFE 2018).

Early years providers have a duty under section 40 of the Childcare Act 2006 to comply with the welfare requirements of the Statutory Framework for the Early Years Foundation Stage.

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

In addition, the Sexual Offences Act 2003 makes it clear that all members of staff are in a position of trust and would therefore be committing a criminal offence to have a sexual relationship with a young person below the age of 18, even if that pupil is over the age of consent. In addition it would be a breach of trust to have a relationship with any school student over the age of 18.

The school will also take account of additional DFE guidance including:

Working Together to Safeguard Children (DFE, 2018)

What to do if you are worried a child is being abused 2015- Advice for practitioners DFE 2015

The Prevent Duty - Departmental advice for schools and childcare providers DFE 2015

How social media is used to encourage travel to Syria and Iraq (DFE Briefing note for schools)

Disqualification under the Childcare Act 2006

The Ofsted School Inspection Handbook and Inspecting safeguarding in early years, education and skills.

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

6. Communicating with parents and visitors:

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

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

The 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/carer of its need to make a referral. However, sometimes the school is advised by children's services or police that the parent/carer cannot be informed whilst

they investigate the matter. 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.'

The names of the Designated Safeguarding Lead and those who deputise for them are displayed in reception and the school building.

Safeguarding Framework:

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

- attendance
- administering medicines
- anti-bullying including cyber bullying
- alternative and off-site provision
- behaviour for learning
- code of conduct for staff, governors and volunteers (guidance on safer working practices)
- Children in Care (Looked After Children)
- Clubs, trips, educational visits and extended school activities
- data protection
- drug and substance misuse
- disability objectives and access plan
- equal opportunities
- emergency planning
- fire drills
- first aid
- intimate care
- internet (e-safety)
- risk assessments
- safe recruitment practices
- managing allegations against staff
- school and site security
- safeguarding advice for visitors

- special educational needs and disabilities
- taking and using photographs
- Whistleblowing.

7. Roles and responsibilities:

Role Name Contact Details:

Principal Jill Davies 0151 230 1320

Designated safeguarding lead

Fiona Markey and Amanda Cawood 0151 230 1330

Nominated governor for safeguarding and child protection.

Mr Nigel Ward 0151 230 1320

Chair of governors

Mrs Liz Byrne 0151 230 1330

Local Authority Designated Officer (LADO)

Ray Said E: ray.said@liverpool.gov.uk T: 0151 225 8101/225 8103

Children's Social Care – for reporting concerns

Liverpool Careline Hub 0151 233 3700

Halton Social Care Contact Centre 0151 907 8305 (Out of hours 0345 050 0148)

Knowsley MASH 0151 443 2600

Sefton 0345 140 0845 (Out of hours 0151 934 3555)

St Helens Contact Centre 01744 676 600

Warrington 01925 443322 (Out of hours 01925 444400)

Wigan Duty Team 01942 828300 (Emergency out of hours duty 0161 834 2436)

Wirral Integrated Front Door 0151 606 2008 (Out of hours 0151 677 6557)

NSPCC Whistle-blowing helpline number line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk 0800 028 0285

Liverpool www.liverpoolscb.proceduresonline.com/

Halton www.proceduresonline.com/pancheshire/halton/index.html

Knowsley www.knowsleyscb.org.uk/professionals/multi-agency-procedures/

Sefton www.seftonscb.safeguardingpolicies.org.uk/may-2017/procedures-manual/1-introductionlevel-of-need

St Helens www.sthelensscb.proceduresonline.com/index.htm

Warrington www.proceduresonline.com/pancheshire/warrington/index.html

Wigan www.wigan.gov.uk/WSCB/index.aspx

Wirral www.wirral safeguarding.co.uk/procedures/

The Governing body should ensure that:

- The school meets the statutory responsibilities set out in Keeping Children Safe in Education (DfE 2021) and Working Together to Safeguard Children (DfE 2018).
- The school has a strategy for providing early help together with other agencies and supporting children and families by carrying out early help assessments, drawing upon the LSCB's 'Responding to Needs Framework.'
- The Child Protection Policy is reviewed annually and available to parents, normally via the school's website.
- All adults working within the school are aware of the school's code of conduct and this guidance is in keeping with the Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium, 2016)
- The school's practice is reviewed in line with Local Authority guidance, Liverpool Safeguarding Children's Partnership priorities and any actions identified in the Local Authority 175 Audit are completed.
- There is a named Designated Safeguarding Lead who is a member of the school leadership team. There are colleagues trained to provide cover for the role.
- The school has procedures in keeping with the LSCP for dealing with any allegations made against any adult working within the school.
- There is a nominated governor, usually the chair, who is the case manager for managing any allegations against the Head Teacher.
- There is an additional nominated governor to liaise with the Designated Safeguarding Lead and champion child protection/safeguarding on behalf of the safeguarding body.
- The school follows safer recruitment procedures, including the statutory pre-employment checks on all staff working with young people. The Chair of Governors and safeguarding governor together with the headteacher review the school's single central record.
- The school itself is a safe environment where the views of children and families are listened to and where children are taught about safeguarding and how to keep themselves safe, including on the internet or when using new technology. Any complaints about services lead to improvements in practice.

- The school will ensure there are appropriate filters and monitoring systems in place in respect of internet use.
- It scrutinises the impact of the school's training strategy so that all staff, including temporary staff and volunteers, are aware of the school's child protection procedures. All staff must have child protection training which is regularly updated.
- There is effective analysis of safeguarding data including bullying, attendance, exclusions, behaviour logs, pupils taken off roll, views and the progress and participation of vulnerable students.
- All safeguarding practices are quality assured by the leadership team, including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team.
- The Governing body will appoint an appropriately trained designated teacher to promote the educational achievement of children who are looked after.

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

The Principal will ensure that:

- The Single Central Record is maintained and up-to-date and the safer recruitment practices set out in Keeping Children Safe 2020 are followed, including pre-employment checks. At least one member of every recruitment panel has attended safer recruitment training.
- Job descriptions and person specifications for all roles make specific reference to child protection and safeguarding.
- There is a listening culture within the school where both staff and children are able to raise concerns about poor or unsafe practices.
- Referrals are made to the Disclosure and Barring Service and / or the National College of School Leadership as appropriate.
- They liaise with the Local Authority Designated Officer where an allegation is made against a member of staff.
- The Designated Safeguarding Lead has a job description in keeping with the requirements of Keeping Children Safe in Education 2020 and that sufficient time, training and support are allocated to this role, including the appointment of colleagues able to deputise for the Designated Safeguarding Lead who have undertaken the same training.

- The curriculum provides opportunities to help students stay safe especially when on-line. Children should be aware of the support available to them.
- They quality assure the school's child protection practices including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team to ensure that actions and decisions are reviewed appropriately.
- Partners from industry are briefed and made aware of Child Protection procedures when mentoring students at The Studio School and on their own premises. Students will be made aware of appropriate communication with partners during enrolment

Keeping Children Safe in Education DfE 2021 sets out the broad areas of responsibility for the Designated Safeguarding Lead:

'Manage referrals

The designated safeguarding lead is expected to:

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

Work with others

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

Undertake training

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

The designated safeguarding lead should undertake Prevent awareness training.

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

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers.
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

- The designated safeguarding lead should ensure the school or college's child protection policies are known, understood and used appropriately;
- Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the local LSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

- During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable’.

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

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

- Children’s Services is notified if a child subject to a Child Protection Plan is absent for more than two days without explanation and the social worker is informed when a child subject to a Child Protection Plan or a Child in Need Plan moves to a new setting.
- A training log is kept of all child protection training include the names of those attending. All staff must have regular training.
- Child protection records are kept securely and separately from the child’s normal file
- The school attends and contributes to Child Protection Case Conferences and Child in Need Meetings, ensuring actions are completed in a timely manner.
- The school escalates its concerns with other agencies when a child’s needs are not being met.

- All staff read and understand part 1 of the DfE (2021) guidance Keeping Children Safe in Education and have available to them other key documents and guidance.

All staff and volunteers should:

- Contribute to ensuring students learn in a safe environment.
- Read and understand as a minimum part 1 of the DfE (2021) guidance Keeping Children Safe in Education and engage in training which enables them to identify children who may need additional help or who are suffering or likely to suffer significant harm and take appropriate action. Staff should have an understanding of the specific safeguarding issues outlined in part 1 of the DfE (2021) guidance Keeping Children Safe e.g. fabricated or induced illnesses, faith abuse. Be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.
- Report any concerns about a child's welfare without delay to the Designated Safeguarding Lead or any of the safeguarding team. Report any concerns without delay about the behaviour of an adult towards a child to the Head Teacher, Designated Safeguarding Lead, Chair of Governors or Local Authority Designated Officer for Allegations against Staff (0151 233 3700). Understand their responsibility to escalate their concerns and 'press for reconsideration' if a child remains at risk or their needs are not met. This includes the understanding that any member of staff can make a referral to Children's Services if required to. (Liverpool Careline 0151 233 3700). Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.
- Follow the school's policies including this child protection policy and the school's code of conduct for adults and the Guidance for Safer Working Practices for Adults Working with Children (2018)
- Understand their responsibility to escalate their concerns and 'press for reconsideration' if a child remains at risk or their needs are not met. This includes the understanding that any member of staff can make a referral to Children's Services if required to. (Liverpool Careline 0151 233 3700. Staff make referrals via the schools CPOMS system, making sure any urgent cases are backed up with a conversation with the DSL or deputy DSL, on the same day the disclosure has been made.
- Understand that some children, including those with Special Educational Needs or Looked After, may be more vulnerable to abuse. 'Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This can include: - assumptions that

indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.' (DFE 2016)

The DFE has provided additional practice guidance 'Safeguarding Disabled Children' DFE 2009.

- Have access to the school's managing allegations against adults procedures and whistle blowing policy.
- (The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.)
- Have access to 'What to do if you are worried a child is being abused 2015- Advice for practitioners DFE 2015'

Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL may contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL may put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed (their year lead)
- Victims of peer- on- peer abuse should be supported by the school's pastoral system and referred to specialist agencies including, as examples, NSPCC, 'CAMHS', 'Brook' and 'Barnardos'

- Incidents of peer-on-peer abuse will be recorded in line with the UTC's procedures for recording safeguarding and behaviour incidents and will be investigated by the DSL. Parents/carers will be contacted and the DSL will liaise with the student and their family in how to pursue in the incident. Appropriate consequences, outlined in the Behaviour Policy, are given by the Principal. This may include restorative practices.
- We will take any reports of historical peer-on-peer abuse seriously. The DSL will investigate any reports, they will review historical logs and may interview the pupils involved if they still attend the school. If the students are still at the school, the DSL may liaise with the parents/carers and child as to how to pursue the incident.
- Incidents of peer-on-peer abuse which we are made aware of which have taken place outside of school are also taken seriously. The DSL will record incidents in line with the school's procedures for recording safeguarding and behaviour incidents. If appropriate, the DSL will investigate the incident. Victims will be offered support as detailed above.

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by ensuring pupils know who their year lead is and that they can report issues to them; the DSL and Deputy DSL are identified on the school website and at reception. The culture and ethos in the school is that students can report issues.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

The dedicated NSPCC helpline number to support potential victims of sexual harassment and abuse in education settings is **0800 136 663**. This provides both children and adults who are victims of sexual abuse in schools with appropriate support and advice. This includes how to contact the police and report crimes if they wish. The helpline will also provide support to parents and professionals.

Sexting

Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13

- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, the DSL will liaise with the school police officer.

Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording incidents of sexting.

Curriculum coverage

Pupils are taught about the issues surrounding sexting as part of our relationships and sex education and computing programmes. Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on sexting is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

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

1. All concerns should be reported without delay directly to the Designated Safeguarding Lead, Designated Safeguarding Deputies, Head Teacher or any member of the School Leadership Team. This should be followed by a written account on the schools CPOMS system.
2. Consideration will need to be given to immediately protecting the child and contacting the police or other emergency services.
3. The Designated Safeguarding Lead will follow the LSCP and Local Authority Procedures by making a referral to Children's Services (Keeping Safe in Education reminds us that any adult can refer their concerns to Children's Services directly). This should be followed up with a written referral to social services.
4. Concerns about a child should always lead to help for a child. The school may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed.

School Improvement Liverpool School's Safeguarding Handbook and Part 1 of Keeping Children Safe in Education (DFE 2021) provides key flowcharts and guidance to support staff and volunteers understanding and decision making. This will support staff to make a referral themselves should that become necessary.

Any staff member who has a concern about a child's welfare should follow the referral processes set out in paragraphs 21-27 of Keeping Children Safe in Education (DFE, 2021). Staff may be required to support social workers and other agencies following any referral.

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

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

- Part 1 of Keeping Children Safe in Education (DfE 2021)
- The School's Code of Conduct for staff and volunteers
- Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium 2018)
- A flowchart summarising the child protection procedures
- Definitions of abuse or neglect and possible indicators
- Identified groups of children more vulnerable to abuse

- Specific guidance related to Female Genital Mutilation, Forced Marriage, Child Sexual Exploitation, Extremism and Radicalisation, Neglect and online-safety
- Dealing with allegations against staff and volunteers procedures
- Whistleblowing procedures
- 'What to do if you are worried a child is being abused 2015- Advice for practitioners DFE 2015'

10. On-line safety, data protection and the use of digital photographic equipment

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

The DFE highlights the risks of new technologies:

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

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

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

11. Monitoring Attendance

A child missing from an education setting is a potential indicator of abuse or neglect including exploitation. Local Authority guidance and procedures will be followed for dealing with a child who is missing from education, particularly on repeated occasions. Unauthorised attendance will be closely monitored. The attendance children with known welfare and attendance concerns will be monitored closely, particularly those with chronic poor attendance or persistent absentees. Schools should also scrutinise the attendance of off-site provision to ensure children are attending and are safe. Similarly the attendance of children who are vulnerable or with known welfare and safeguarding concerns such as children who have a Child Protection Plan, a Child In Need, are Children Looked After and/or SEN will be monitored on a daily and weekly basis. Social care will be informed immediately when there are unexplained absences or attendance concerns. It is important that the school's attendance team,

including the EWO, school nurse and Safer Schools Officer, are aware of any safeguarding concerns. It is critical that when a child is not attending school their welfare is confirmed and best practice would be for an appropriate professional to visit the home and speak to the child away from their parents/carers, particularly if there are any safeguarding concerns. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

12. Complaints

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

Appendix A

The Studio School- Safeguarding Policy & Procedures

Purpose and Policy Statement

The Studio School has a statutory and moral duty to safeguard and promote the welfare of children, young people and vulnerable adults attending the school.

The purpose of the policy is to safeguard the welfare of all students. Whilst staff are not the focus of safeguarding legislation they are protected by safer recruitment practices and by a safe learning environment.

The Studio School aims to:

- Provide a safe environment for young people and adults in which to learn
- Identify people who are experiencing or likely to experience significant harm or significant under achievement: providing support and taking appropriate action with the objective of producing positive outcomes for the young person.
- Safeguard through the curriculum and pastoral support and by the promotion of a college ethos where young people feel secure, valued and listened to.
- Take action to safeguard young people through working in partnership with other Agencies

Definition of Child, Young Person, Vulnerable Adult

Child or Young Person – anyone under the age of 18 years old. Vulnerable Adult – A person over the age of 18 who may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.

Scope

This policy deals with the protection of children and young people and vulnerable adults. This refers to people under 18 years and adults over 18 who are vulnerable due to their disability, health or social identity.

Reference to staff or adults comprises teaching staff, other staff and volunteers working in the organisation, and includes contractors to the organisation with direct contact with learners, regardless of position, role or responsibilities.

The term 'safeguarding children and young people' embraces both child protection and a preventative approach to keeping young people safe. 'Safeguarding' therefore encompasses student health and safety, bullying (in person or electronically), meeting the medical needs of those with medical conditions, providing first aid, security, support/safeguarding from drugs and substance abuse etc. The above applies equally to vulnerable adults.

Responsibilities

Every member of staff has a responsibility for safeguarding. Staff refers to all staff within the college including part time, full time, governors, contractors, volunteers and those on work placements There are a number of key roles in safeguarding:

Individual members of staff have:

- A legal responsibility to safeguard learners
- Must be aware of the school safeguarding policy and procedures
- Must adhere to the school safeguarding policy and procedures
- Must be vigilant and report concerns as appropriate
- Must help to create a listening culture and help to ensure that learners know that they can come to them and be listened to.

Designated person for safeguarding / child protection: Overall responsibility for safeguarding and promoting a safe and effective learning environment.

Named person: Deputising for designated person

Governors: Responsible for ensuring the school has appropriate policies and procedures

Principal: Ensuring policies are fully implemented.

There are universal steps for every member of staff to follow if a cause for concern or an allegation has been brought to your attention:

Listen

- Always accept what has been said without judgement
- Don't question or investigate yourself
- Never promise confidentiality

Act

- Write down your concern or what you have been told

- If arising from a conversation, this report should be verbatim and include relevant contextual information, such as time and date, no personal feelings/opinions should be used.
- Sign the report and take it directly to the Designated Person, or their deputy organisation leader if the Designated Person is the focus of the concern. This then needs to be reported via the school CPOMS system.

The Studio School Safeguarding Policy aims to:

- Provide a safe environment for young people and adults in which to learn
- Identify people who are experiencing or likely to experience significant harm or significant under achievement: providing support and taking appropriate action with the objective of producing positive outcomes for the young person.
- Safeguard through the curriculum and pastoral support and by the promotion of a college ethos where young people feel secure, valued and listened to.
- Take action to safeguard young people through working in partnership with other agencies

The following arrangements will ensure safe recruitment of staff and safe working practices between staff and The Studio School Students:

Safe Recruitment of staff The Recruitment and Selection Policy Section 7.0 outlines checks to be carried out on people selected for appointment. All mentors will be on the Single Central register so that their identity can be checked. All mentors will be subject to a List 99 Clearance. The names of suggested mentors are included in the appendix below.

Staff who may have unsupervised access to young people will be subject to full DBS clearance before they are engaged.

Safeguarding Practices and staff All staff will have a training and induction session before starting their roles. This will ensure they are familiar with the policies and procedures outlined in the Safeguarding Policy and Procedures Document and with the process for referring concern with in The Studio School.

E-Safety and Safety Staff will follow the policies and procedures outlined in The Studio School E-Safety Policy Section 3.5 which outlines safe practices with regard to social media and networking.

In particular partners will sign a code of conduct that shows their understanding of the following practices:

The academic mentor will be the first point of contact between staff and students and all communication should go through them in the first instance. Staff will be provided with an up to date list of academic mentors and the teams they are responsible for within The Studio School.

Where technical advice is being offered by email the staff member should always be copied into any email communication. If communicating by email The Studio School google mail accounts should always be used. These are routed through the schools Mail server and are traceable.

Staff and students will be instructed not to friend each other through Facebook using personal accounts in accordance with the E-Safety policy. Students may follow a company page or follow or partner's company on Twitter but not individual accounts.

Staff will not be in mobile phone or text contact with students.

Students will not engage in one-to-one chat online e.g. via Google chat, or online video conferencing e.g. via Skype/Zoom unless the staff member is present.

Staff will report any student approaches to them by students to a pastoral manager.

Staff will report any coincidental engagement online with students e.g. via on line games in order to protect themselves and will be advised to leave the virtual environment immediately.

The Studio School Internet Use Agreement is read and signed by all students upon enrolment at the school.

Proactive safeguarding.

Our school recognises that school plays a significant part in the prevention of harm to our children by providing them with opportunities to learn, good lines of communication with trusted adults, supportive peers and an ethos of protection.

Our school recognises that we may provide the only stability in the lives of children who have been abused or who are at risk of harm.

Our school recognises that safeguarding incidents and/or behaviours can be associated with factors outside the school or can occur between children outside the school. All staff, but especially the Designated Safeguarding Lead and deputy should consider the context within which such incidents or behaviours occur. This is known as contextual safeguarding, which means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.