



EVERTON
FREE SCHOOL &
Football College

Child Protection and Safeguarding Policy and Procedures

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Designated Safeguarding Contacts

Designated Safeguarding Lead (DSL)	Claire Lamontagne: claire.lamontagne@evertonfreeschool.com
Deputy Designated Safeguarding Lead	Anna Wilcox: anna.wilcox@evertonfreeschool.com
Governor for Safeguarding	Inspector John Sacker: info@evertonfreeschool.com
Chair of Governors	Sir John Jones: info@evertonfreeschool.com

Local Authority contacts

Careline Liverpool	0151 233 3700
Sefton	0151 934 3555
Wirral	0151 606 2008
Halton	0151 907 8305
Knowsley:	0151 443 2600

PREVENT Officer Liverpool Local Authority Steph Kelly	07542 228 121 Stephanie.Kelly@liverpool.gov.uk
Local Authority Designated Officer (LADO) – Ray Said and Pauline Trubshaw	LADO@liverpool.gov.uk
NSPCC	0800 028 0285

1. Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children’s welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

2. Legislation and statutory guidance

This policy is based on the Department for Education’s statutory guidance [Keeping Children Safe in Education \(2020\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of students
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

This policy also complies with our funding agreement and articles of association.

3. Definitions

Safeguarding and promoting the welfare of children means:

- 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

- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Children includes everyone under the age of 18.

Our **3 safeguarding partners** will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area i.e. Merseyside Police

4. Equality statement

We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalization/extremism
- Are asylum seeker/refugee status
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

5.1 All staff

All staff receive and understand Part 1 of [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff are aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff Guidance and Conduct policy, the role and identity of the designated safeguarding lead (DSL) and deputy, the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals internally and to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.

- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals

The signs of different types of abuse and neglect, as well as specific safeguarding issues. (See Appendix 4)

5.2 The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. The DSL is Claire Lamontagne, Deputy Principal. The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Contact: claire.lamontagne@evertonfreeschool.com

When the DSL is absent or workload presents numerous cases, the deputy DSL – Anna Wilcox – is also available. Contact: anna.wilcox@evertonfreeschool.com

If the DSL and deputy are not available, Richard Cronin, Principal will act as cover (for example, during out-of-hours/out-of-term activities). Contact: Richard.cronin@evertonfreeschool.com

The DSL and Deputy DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children in TAF/TAC meetings
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will also keep the Principal informed of any issues and report to Governors three times per year.

The full responsibilities of the DSL and deputy are set out in their job description.

5.3 The Governing Body

The Governors will approve this policy each year to ensure it complies with the law and holds the Principal to account for its implementation.

The Governors have a safeguarding governor, Inspector John Sacker, to monitor the effectiveness of this policy in conjunction with the full governing body.

The Chair of Governors, Sir John Jones, will act as the 'case manager' in the event that an allegation of abuse is made against the Principal, where appropriate (see appendix 3).

All governors will receive and read Keeping Children Safe in Education 2020.

5.4 The Principal

The Principal is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction.
- Communicating this policy to parents/carers when their child joins the school and via the school website.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this annually.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3).

6. Confidentiality

Where a disclosure about potential abuse or neglect is made by the child, staff should follow good practice:

- Complete a safeguarding referral form (located on Reception) and inform DSL.
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information

Accurate written notes will be kept of all incidents or Child Protection concerns relating to individual students.

These are kept on the student's child protection file which is kept securely and separately from educational records.

We recognize that all matters relating to Child Protection are confidential. The DSL will only disclose personal information about a student to other members of staff on a need to know basis. However, it is important that staff are aware of 'difficulties' in order to consider how best to work educationally with the student.

We have a professional responsibility to share information with other agencies to safeguard students.

When a student moves from the school, any Child Protection records will be forwarded to the receiving school and signed for upon acceptance.

7. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean "the DSL (or deputy DSL)".

7.1 If a child is suffering or likely to suffer from harm, or in immediate danger

Make a referral to children's social care and/or the police/ambulance **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.**

Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

The safeguarding referral form should be used when we believe a co-ordinated intervention is required to promote and safeguard or protect the welfare of the child. Safeguarding referral forms are kept on reception.

Following an assessment of the situation, the DSL will investigate the matter and will telephone the relevant social services team or Careline if required.

Details of the concern should be written down including precisely what the student has said or your concerns. Action should be swift but well considered.

7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it

- Sign and date the referral form and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so

7.3 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

Figure 1 on page 10 illustrates the procedure to follow if you have any concerns about a child's welfare.

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Early help

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The local authority will make a decision within one working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to student(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery 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 from devices or online services
- Any relevant facts about the students 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 students involved (in most cases parents 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 imagery 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 student in the imagery is under 13
- The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of the imagery (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 Principal and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

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.

They will hold interviews with the students involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a student 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/carers 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 student at risk of harm.

Multi-agency Working

The DSL and Deputy DSL liaise with the three safeguarding partners and work with other agencies. Our safeguarding partners are:

- Local Authority
- Clinical Commissioning Group
- Merseyside Police

We will have a shared and equal duty to work together to safeguard and promote the welfare of children.

Referring to the police

If it is necessary to refer an incident to the police, this will be done via PC Paul Wood, School Officer, ringing Walton Police Station on 0151 777 4677 or dialling 101/999 if it is an emergency.

7.4 Curriculum coverage

Students are taught about social issues surrounding young people in our PSHE and RSE education and ICT programmes.

Students are taught about safeguarding, including online safety. Content is directed at the age and stage of development and we tackle issues such as:

- Healthy Relationships
- Respectful Behaviour
- Resilience and Responsibility
- Gender roles stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- Sexual violence and sexual harassment is ALWAYS wrong.

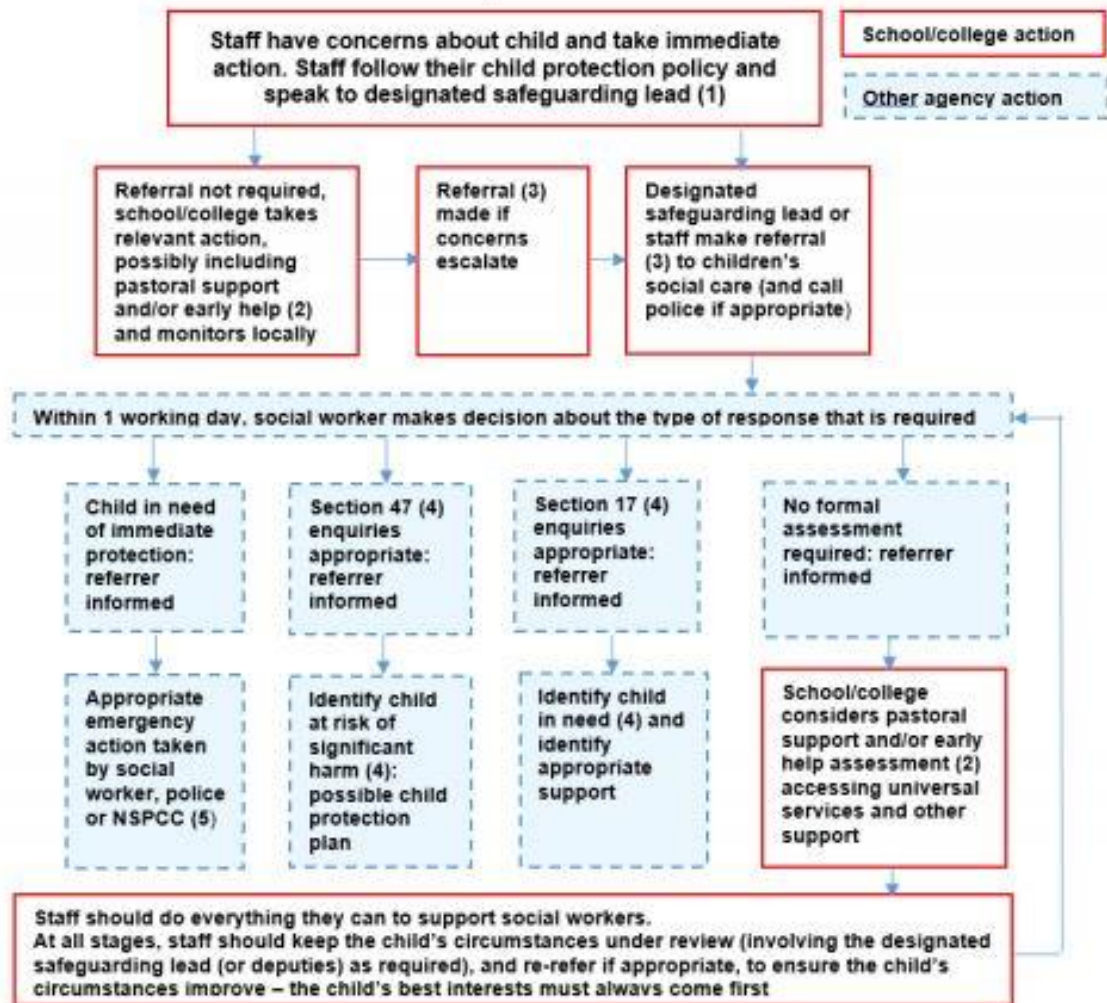
There are open forums in form time and student councils to talk about concerns and sexual behaviour.

Students are taught how to raise concerns about their friends or peers and have access to Viki Spambo, School Nurse and Cathy Atkinson, Educational Psychologist and PC Paul Wood, Merseyside Police if necessary.

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

7.6 Concerns about a staff member or volunteer

If you have concerns about a member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the Principal. If the concerns/allegations are about the Principal, speak to the Chair of Governors, Sir John Jones.

The Principal/Chair of Governors will then follow the procedures set out in appendix 3, if appropriate.

7.7

7.8

8. Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents/carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents/carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents/carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents/carers of all the children involved.

9. Students with special educational needs and disabilities

We recognise that students with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Students being more prone to peer group isolation than other students
- The potential for students with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

We offer extra pastoral support for students with SEN and disabilities. This includes extra TA support and regular 'student needs' meetings, EHCP reviews

LAC/Private Fostered/Adopted Children

All staff at EFS should be fully aware of LAC students. We ensure that staff have the skills, knowledge and understanding to keep LAC students safe and aware of social worker/care agency and Local Authority.

We also make ourselves aware of privately fostered and adopted students. Progress is monitored and Pupil Premium allocation is spent accordingly. Regular attendance at LAC, PEP reviews take place.

10. Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when students are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with students.

Staff will not take pictures or recordings of students on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

In compliance with school regulations, students hand in their mobile phones during the school day.

11. Complaints and concerns about school safeguarding policies

11.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

11.2 Other complaints

The school operates a Complaints Policy which clearly sets out the process for dealing with complaints. The policy aims to allow all complaints to be fully considered and outcomes clearly communicated to those concerned. Where issues are not settled through an informal process, they may be escalated to the Board of Governors for consideration. Records of complaints are maintained and held securely.

11.3 Whistle-blowing

Please refer to the school's Whistle Blowing Policy.

12. Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main student file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

- Records are paper-based or electronic
- Records are held and stored in a secure locked filing cabinet in DSL's office
- Records are retained until students reach the age of 25, managed by Deputy DSL.

In addition:

- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

13. Training

13.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training from their own companies and from the Deputy DSL.

Volunteers and Associate Teachers will receive appropriate training from the Deputy DSL.

13.2 The DSL and deputy DSL

The DSL and deputy DSL will undertake child protection and safeguarding training annually.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training every two years.

13.3 Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the Chair of Governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Principal, they receive training in managing allegations for this purpose.

13.4 Recruitment – interview panels

The Principle conducting any interview for a post at the school has undertaken safer recruitment training. This covers the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and is in line with local safeguarding procedures.

13.5 Use of Reasonable Force

On occasions staff at EFS will have to break up a fight or restrain a young person to prevent injury or violence. We use no more force than is needed. It may involve standing between students or blocking a student's path or leading a student by the arm out of the building.

The decision to control or restrain a student is down to the professional judgement of the member of staff concerned and always depends on individual circumstances.

Appendix 1: Types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, 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

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

Appendix 2: Safer recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity through the EITC Volunteers Co-ordinator programme.
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

Governors

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

The Chair of Governors will have their DBS check countersigned by the secretary of state.

All proprietors, trustees, local governors and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under [Section 128 of the Education and Skills Act 2008](#)).
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Staff working in other alternative provision settings

Where we place a student in another alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who supervise students on work experience

When organising work experience, we ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a student under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Students staying with host families

Where the school makes arrangements for students to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Appendix 3: Allegations of abuse made against staff

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

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

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

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

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

Suspension

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

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

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

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

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

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)

- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. Support is available from the HR Department, Westfield Health and via either the NASUWT or NUT
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

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

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

Timescales

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

Specific actions

Action following a criminal investigation or prosecution

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

Conclusion of a case where the allegation is substantiated

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

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

Individuals returning to work after suspension

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

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

Unsubstantiated or malicious allegations

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

Confidentiality

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

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

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

Record-keeping

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

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

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

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

References

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

Learning lessons

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

This will include consideration of (as applicable):

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

Appendix 4: Specific Safeguarding Issues

Everton Free School is an Alternative Provision (AP) Free School. We deliver the highest quality alternative educational curriculum to vulnerable young people aged 13-16 years who are disengaged or disaffected and at risk of exclusion from school or have been permanently excluded.

Everton Football College also offers young people 16-18 academic studies with practical experience and specialist coaching.

All staff need to be aware of safeguarding situations such as:

Allegations of abuse made against other students

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 (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students 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 students in the school at risk
- Is violent
- Involves students being forced to use/sell drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual violence or assault, or sexually inappropriate pictures or videos (including sexting)

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

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will 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 will 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
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate refer to our Educational Psychologist, Cathy Atkinson.

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 students, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate students about appropriate behaviour and consent
- Ensuring students know they can talk to form tutors/staff confidentially.
- Ensuring staff are trained to understand that a student 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

Children and the court system

Children are sometimes required to give evidence in court. This can obviously be stressful and entrench conflict within families.

Children with family members in prison

Staff need to be aware that the situation presents negative consequences for those children and support is required.

Child criminal exploitation:

This is a geographically widespread form of harm often associated with drug networks and gangs. A key to identifying potential involvement are missing episodes and violent outbursts. Staff should 'listen' to off the record conversations and report information to Merseyside Police.

Modern slavery, trafficking or exploitation

Sometimes victims are being trafficked/exploited for the purpose of transporting drugs.

We also must be aware of students being 'employed' or disappearing from school under the pretext of work experience or work shadowing. Stringent checks of all work placement and quality assurance measures are in place to safeguard young people.

Domestic abuse encompasses physical, sexual, financial, emotional and psychological factors. Exposure to domestic abuse/violence can have a serious long lasting impact on children.

EFS often receives 'Operation Encompass' calls from Merseyside Police re reported incidents.

Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

Missing students

Our procedures are designed to ensure that a missing student is found and returned to effective supervision as soon as possible. If a student goes missing, we will:

- Immediately call police on 101.
- Inform the local authority and commissioning school
- Record log incident number
- Monitor attendance of individual closely
- Conduct home visits on a regular basis if required.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and the Deputy DSL will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour-based' violence (including FGM and forced marriage)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBV are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

This policy sets out below the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a student is at risk of FGM.

Indicators that FGM has already occurred include:

- A student confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/student already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period

- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a student may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

If you discover that FGM has taken place or a student is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a student has already been subjected to FGM, and factors that suggest a student may be at risk, are set out in appendix 4.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **student under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **student under 18** must speak to the DSL and follow local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a student is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine students.

Any member of staff who suspects a student is *at risk* of FGM or suspects that FGM has been carried out or discovers that a **student age 18 or over** appears to have been a victim of FGM must speak to the DSL and the DSL should report immediately to Merseyside Police.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a student is being forced into marriage, they will speak to the student about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the student about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- Refer the student to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

On-line Safety

It is essential that children are safeguarded from potentially harmful or inappropriate on-line material. At EFS, we ensure there are appropriate filters in place and engage the services of 'E-safe' who monitor the systems in place. 'E-safe' send us weekly reports and share a forensic monitoring of daily use. Students are also taught about safeguarding and on-line safety through ICT and PHSE education.

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our students to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in students' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a student is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger

- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a student, they will follow our procedures set below, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including the Lockdown Policy, British Values lessons, Behaviour Policy and E-safe Policy.

If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a student. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related
- Hear students talking about initiation, hazing type violence and rituals.

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, download or share the imagery yourself, or ask a student 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 student to delete it
- Ask the student(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 student(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 student(s) that they will receive support and help from the DSL.

Upskirting

Typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. Upskirting is now a criminal offence and should be reported to the police.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification and complete a screening document.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise students or staff.

County Lines

Is where gangs and organised criminals move drugs into different areas, using dedicated mobile phones. It often involves using young people to move, store drugs and money. Young people can easily become trapped in this type of exploitation. One way of identifying potential involvement are missing episodes from school and home.

Peer on Peer/ Child on Child abuse

Children can abuse other children. It can include abuse within intimate partner relationships, so called boyfriend/girlfriend relationships, bullying in all its forms, physical abuse, sexting and initiation/ hazing type of violence and rituals. Obviously at EFS bullying, racism and safeguarding logs are to be completed and acted upon immediately.

Sexual Violence and Sexual harassment

Young people who are victims of sexual violence and harassment will find the experience stressful and distressing. It may be both physical and verbal and/or online. Any student experiencing this will be taken seriously and offered appropriate support. Some groups are potentially more at risk such as SEND/LGBT young people. Students will be referred to school nurse and educational psychologist.

Appendix 5: Child Protection COVID-19 school closure arrangements

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

Keeping Children Safe in Education is statutory safeguarding guidance we will continue to have regard to as per our legislative duty. The government has provided additional guidance to support governing bodies, proprietors, senior leadership teams and designated safeguarding leads (DSLs) in order that they can continue to have appropriate regard to KCSIE and keep their children safe. The additional guidance for the COVID-19 period can be found here:

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

Please note: the government is preparing additional guidance for hubs or school clusters.

This annex should be read alongside Everton Free School's Child Protection policy, Part 1 and Annex A of Keeping Children Safe in Education 2020, and in conjunction with Part 1 of the School Improvement Liverpool Schools Safeguarding Handbook which is made available to all staff and volunteers.

Context

From 20th March 2020 the government asked parents to keep their children at home, and for schools to remain open only for those children of workers critical to the COVID-19 response where those workers have no other safe arrangements for the care of their child/ren.

Schools were also asked to provide care for additional children. These children were identified by the government as being vulnerable due to social care involvement, or as a result of Special Educational Needs or Disability. Further detail is specified in section 2 below.

During this time, Everton Free School will do what it reasonably can in order to keep all of our children safe. In most cases, the majority of our children will not physically be attending the school. It is important that all staff who interact with children, including online, continue to look out for signs that a child may be at risk. Any such concerns will be dealt with in line with our main Child Protection policy and local safeguarding arrangements. Where appropriate, referrals will still be made to children's services and as required, the police, without delay.

Across Liverpool it was agreed that the Local Authority would adopt a Hub model for providing care to the key groups of children of primary age. A number of school sites were identified to remain open, with all other schools closing. The Hubs are strategically located across the city and are staffed by members of staff from schools within their locality. Children needing care have been signposted to their nearest Hub, but parents are also free to choose the most convenient Hub location. Further information regarding the response by Liverpool City Council to COVID-19 can be found here:

<https://liverpool.gov.uk/communities-and-safety/emergency-planning/coronavirus/>

This addendum to our Child Protection policy specifies the details of our safeguarding arrangements during this time, until school is instructed it can safely fully open again.

Vulnerable Children

During school closures due to COVID-19, schools are required to provide care to children identified as being vulnerable.

The government defines vulnerable children as those who have a social worker and those children and young people up until the age of 25 who have an Education, Health and Care Plan (EHC).

Further information about vulnerable children can be found here:

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

Children who have a social worker include children who are subject to a Child Protection Plan and those who are looked after by the Local Authority. A child may also be considered vulnerable if they have been assessed as being in need or otherwise meet the definition in Section 17 of the Children Act 1989.

Children with an EHC Plan will be risk assessed to determine whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. Many children with EHC Plans can safely remain at home.

Eligibility for free school meals is not a determining factor when assessing vulnerability.

The government expects that vulnerable children with a social worker will attend an education setting, so long as they do not have underlying health conditions which put them at increased risk. Within Liverpool, all children open to Children's Services have been assessed by their social worker and manager, and a priority list has been agreed. Children have been matched with their nearest Hub setting. Children on this list have been contacted by their social worker and will be supported to attend a Hub provision. Where a parent does not want to bring their child to a Hub setting and the child is deemed vulnerable, the social worker will explore the reasons for this directly with the parent. In conjunction with the Virtual Headteacher, Looked After Children have also been risk assessed and a list of priority children has been identified. Many Looked After Children can safely remain at home. Whilst there has been a priority list identified by the Local Authority, any child subject to Child Protection Planning can attend a Hub.

Prior to Everton Free School closing, and before receiving official guidance regarding who met the criteria of vulnerable children, our school safeguarding team identified who our most vulnerable children were and formulated a plan to monitor their safety and wellbeing during school closure. At Everton Free School we agreed to make safe and well calls to AP students every 48 hours, to provide all students with learning resources on and offline and provide all FSM students with food orders and breakfast deliveries from Magic Breakfast. We also agreed to support any families suffering financial hardship, make referrals to Everton in the Community's People's fund for food shopping and to purchase items to assist families such as beds, bedding, washing machines and bicycles. Schools have flexibility and are able to offer a place to those children they determine to be vulnerable, particularly those who are on the edge of receiving support or assessment from children's services.

Everton Free School will continue to work with and support children's services to help protect vulnerable children. This is especially important during the COVID-19 period.

Designated Safeguarding Lead

Whilst the school is closed staff should follow the procedures set out in the main Child Protection policy for contacting and reporting concerns to the DSL and/or deputy. Details of our DSL'S are:

Claire Lamontagne	Mobile: 07581009593	Email: Claire.Lamontagne@evertonfreeschool.com
Anna Wilcox	Mobile: 07824999599	Email: Anna.Wilcox@evertonfreeschool.com
Maxine Spooner	Mobile: 07583105945	Email: Maxine.Spooner@evertonfreeschool.com

If any of the team become unavailable please contact Principal Richard Cronin via mobile, 07799333353, or email, Richard.Cronin@evertonfreeschool.com.

Throughout the COVID-19 period, the safeguarding team will continue to engage with social workers and attend and contribute to all multi-agency meetings, as determined by the local procedures for remote meetings.

It is acknowledged by the government that face to face DSL training is unlikely to take place during the COVID-19 period. For the period these measures are in place, a DSL or deputy who has been trained will continue to be classed as a trained DSL (or deputy), even if they missed their refresher training.

Safeguarding procedures

Where staff in school have a concern about a child, they should continue to follow the process outlined in our main Child Protection policy. This includes making a report via the agreed methods e.g. emails and safeguarding referral form. Staff are reminded of the need to report any concern immediately and without delay.

If a member of staff believes a child is at risk of harm then the Designated Safeguarding Lead should ring **Liverpool Careline on 0151 233 3700, without delay**. If the Designated Safeguarding Lead is *unavailable* then **any** member of staff should ensure Liverpool Careline is contacted without delay.

If a child is in immediate/imminent danger then staff should ring the police.

[Safeguarding-mate](http://www.schoolimprovementliverpool.co.uk/safeguarding-mate/) can provide additional key guidance to all staff regarding key safeguarding procedures www.schoolimprovementliverpool.co.uk/safeguarding-mate/

Concerns regarding the conduct of a member of staff should continue to be dealt with in line with our managing allegations policy.

Attendance monitoring

Local Authorities and schools do not need to complete their usual day to day attendance processes to follow up on non-attendance.

The DfE have devised an online form and supporting spreadsheet for the COVID-19 period. It can be found here:

<https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

As our school has closed, we have completed the return once as requested by the DfE.

Children moving between schools and Hubs

Where it is identified that a child from Everton Free School is attending another Hub/school setting, we will share relevant welfare and child protection information with the DSL for that Hub. The receiving Hub/school should be aware of the reason the child is vulnerable and the arrangements in place to support them. As a minimum, we will share the child's EHC Plan, Child in Need plan, Child Protection Plan or for looked after children, their personal education plan. The name of the child's social worker will also be shared. We intend that this will happen prior to the child arriving in the new setting but where that is not possible, we will share as soon as is reasonably practicable.

Schools must have appropriate regard to data protection and GDPR, but this does not prevent sharing of information for the purposes of keeping children safe.

Safer Recruitment and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. Schools should continue to follow the relevant safer recruitment processes for their setting, set out in part 3 of Keeping Children Safe in Education.

Where schools or Hubs are using volunteers, they should continue to follow the checking and risk assessment process set out in Keeping Children Safe in Education (paragraphs 167 to 172). Everton Free School will ensure that there are no circumstances where a volunteer who has not been checked will be left unsupervised with children or allowed to work in regulated activity. If new staff or volunteers are recruited, the usual Safer Recruitment processes will be followed, and they will also be provided with a safeguarding induction.

Our school workforce may be asked to temporarily move to another school setting to support the care of children. There is no expectation that a new Enhanced DBS with Barred List check will be obtained by the new setting. As the current employer, Everton Free School can provide assurance to the new setting that the individual has been subject to the correct pre-employment checks (including an Enhanced DBS and Barred List check). If there are current concerns about the individual's suitability to work with children or there are ongoing disciplinary investigations relating to safeguarding involving that individual, they should not be deployed in an alternative setting.

Everton Free School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult (as per paragraph 163 of Keeping Children Safe in Education)

Everton Free School will also continue to consider and make referrals to the Teaching Regulation Agency (as per paragraph 166 of Keeping Children Safe in Education). During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk.

Mental Health

It is acknowledged that the current circumstances surrounding COVID-19 are particularly stressful and may cause increased anxieties and stress for all members of our school community. When children and staff are away from their usual routine and social contact, this can become a negative and stressful experience. Everton Free School will ensure there is appropriate support available for the whole school community at this time. Support can include existing provision in the school, or from specialist staff or support services.

Everton Free School have access to Liverpool Local Authority's School Nurse, Mandy Griffin, on 0151 295 8414 for any health and well-being concerns regarding students and families, we also have our own in-house school nurse, Viki Spambo, and Educational Psychologist, Cathy Atkinson. When there is a need Claire Lamontagne, Deputy Principal, Anna Wilcox, Deputy DSL, or Andrew Poole, SENCO, will make the relevant referrals for immediate support.

When there is genuine hardship or stress, we do have access to the People's fund within Everton in the Community, where we can purchase appropriate resources, e.g. beds, bedding, washing machines and bicycles, to help improve family issues. Where children of critical workers and vulnerable children continue to attend the setting, appropriate support will be offered to them whilst on site.

The school community can also be signposted to the government's advice on supporting children and young people's mental health during the COVID-19 outbreak, available here:

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak>

Staff should also be aware of the mental health of their pupils and parents when setting expectations regarding pupil's work when they are at home.

Online safety in schools and Hubs

Where the site remains open, Everton Free School will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online on the school's IT systems or recommended resources. Measures will be put in place to ensure safe IT arrangements and Everton Free School will consider what the contingency arrangements are if the named IT staff become unavailable.

The [UK Council for Internet Safety provides information to help governing boards and proprietors assure themselves](#) that any new arrangements continue to effectively safeguard children online.

The [UK Safer Internet Centre's professional online safety helpline](#) also provides support for the children's workforce with any online safety issues they face

Online safety away from schools and Hubs

Where children are not physically attending a Hub/school, Everton Free School will consider the safety of our children when they are asked to work online. The starting point for online teaching remains the same as the principles set out in our school's staff code of conduct. This policy includes acceptable use of technologies, staff/pupil relationships and communication including the use of social media. This policy applies equally to any existing or new online and distance learning arrangements which have been introduced. The principles set out in the [guidance for safer working practice for those working with children and young people in education settings published by the Safer Recruitment Consortium](#) should be adhered to by all staff.

Any online learning tools or systems recommended for use by Everton Free School, are be in line with privacy and data protection/GDPR requirements.

All students receive regular safe and well calls every 48 hours from a personal tutor and communications are logged onto SIMS, our MIS System.

Students have access to academic work in hard copies and online. Subject teachers have recommended reputable websites for their subject specialisms e.g. My Maths and BBC Bitesize. Students can email their subject teachers, on approved EFS work emails, for help and guidance, there is also signposts for links via Twitter.

If any student has personal safeguarding concerns, they can email their personal tutor or disclose information during safe and well calls. Students can also report concerns to Childline or access CEOP or the SHARP System via our website.

Our school will also be in contact with parents and carers during this time. Communication with parents will reinforce the importance of children being safe online. Families will be made aware of what their children are being asked to do online, including the sites they will be asked to access and who their child is going to be interacting with online, including members of staff from our school.

Everton Free School acknowledges that some parents and carers may choose to supplement the school's online offer with support from online companies and in some cases, individual tutors. We will raise awareness with parents the importance of only accessing online support from a reputable organisation or individual who can provide evidence that they are a safe organisation and can be trusted to have access to children. We will signpost parents to support such as [Internet matters](#), [London Grid for Learning](#), [Net-aware](#), [Parent info](#), [Thinkuknow](#) and the [UK Safer Internet Centre](#).

Please note: The Department for Education will provide separate guidance on providing education remotely, which will set out four key areas leaders should consider as part of any remote learning strategy. It is recommended that schools review the following recently published guidance:

<https://coronavirus.lgfl.net/safeguarding>

<https://www.saferinternet.org.uk/blog/working-remotely-advice-professionals-parents-posh-rhc>

Operation Encompass

When we receive an operation encompass notification relating to a pupil at our school, during the COVID-19 period, our response may be different to normal. If the subject of the notification remains in attendance at our school, we will follow our usual procedures. If the child is in attendance at an alternative Hub/school, we will securely share the information with the DSL for that setting. If the child is not attending any setting and is being cared for at home, we will risk assess the situation taking into consideration the history of the child and family. This information will be used in order to determine our response to each individual case. In all situations we would always aim to speak to the child.

Appendix 6

Child Protection COVID-19 arrangements

Annex Date: JANUARY 2020

Key contact details

	Name	Contact number & mobile phone	Email address
Headteacher	Richard Cronin		richard.cronin@evertonfreeschool.com
Designated Safeguarding Lead	Claire Lamontagne		claire.lamontagne@evertonfreeschool.com
Deputy Designated Safeguarding Lead(s)	Anna Wilcox		anna.wilcox@evertonfreeschool.com
Chair of Governors	Sir John Jones		john.jones@evertonfreeschool.com
Link Governor for Safeguarding	Inspector John Sacker		john.sacker@evertonfreeschool.com
Director of teaching and learning	Maxine Spooner		maxine.spooner@evertonfreeschool.com

This annex provides guidance to all adults working within the school or directly employed by the school or by the school or by a third party.

Keeping Children Safe in Education is statutory safeguarding guidance we will continue to have regard to as per our legislative duty. The government has provided additional guidance to support governing bodies, proprietors, senior leadership teams and designated safeguarding leads (DSLs) in order that they can continue to have appropriate regard to KCSIE and keep their children safe. The additional guidance period can be found here:

<https://www.gov.uk/coronavirus/education-and-childcare>

APPENDIX 1

DRAFT 2

1 Context

From the 5th of January 2021 schools were instructed to move to remote learning for all pupils other than those children of key workers and vulnerable children. Government guidance to support schools to plan and risk assess can be found here:

<https://www.gov.uk/coronavirus/education-and-childcare>

During this time, Everton Free School will do what it reasonably can in order to keep all of our children safe. In some cases, a proportion of our children will not physically be attending the school. It is important that staff who interact with children, including online, continue to look out for signs that a child may be at risk or in need of additional support or services. Any such concerns will be dealt with in line with our main Child Protection policy and local safeguarding arrangements. Where appropriate, referrals will still be made to children's services and as required, the police, **without delay**.

All staff should be aware of the heightened risk to all children and specifically those who are no longer attending school daily, and should ensure they are familiar with the indicators of abuse set out within the school's main Child Protection Policy, including but not limited to, the key areas of:

- Domestic abuse
- Neglect
- Sexual abuse
- Criminal and sexual exploitation
- Radicalisation

1. **Provision for children of key workers and those defined by the government as vulnerable.**

The school's plans and risk assessments will consider how provision is made for children of key workers and those defined by the government as vulnerable.

The government defines vulnerable children via the link below:

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision#vulnerable-children-and-young-people>

Our safeguarding team has identified any child that they consider to be vulnerable and has developed strategies to monitor their safety, wellbeing and welfare during this time should they not utilize their place in school. We have allocated places for students in school who are EHCP, EHAT, CIN, CP, LAC, adopted, SGO or are Everton Free School cause for concern e.g., Poor attendees.

These students will follow a normal timetable in school. When students do not present, safe and well calls will be made and if there is no valid reason for absence or a breakdown in communication a safe and well visit will be made by our outreach officer and where necessary we will involve our school based Police Officer.

For students “working at home”, regular safe and well calls will be made by the form tutor and again a safe and well visit will be conducted if there are any arising problems. All students working from home will receive a home study work pack.

FSM vouchers (if eligible), Magic Breakfast delivery for all and access to online learning in core subjects English, math's, science, and sport (up to 3 hours daily) is available.

Everton Free School will continue to work with and support children's services and other agencies to help protect vulnerable children.

2. Designated Safeguarding Lead

Schools should ensure wherever possible there is always a trained DSL or deputy available on site. All safeguarding concerns should be **reported verbally and in writing without delay** to the school's Designated Safeguarding Lead/Deputy Designated Safeguarding Leads. It is recognized however that this may not be possible and where this is the case, we will consider the following option:

- A trained DSL or deputy is available to be contacted via phone, email or video call when working from home

If it is not possible to have a trained DSL or deputy on site, Everton Free School will ensure that there is a senior leader who takes responsibility for coordinating safeguarding on site. This senior leader can also take advice from School Improvement Liverpool's School Improvement Officers for Safeguarding:

Staff should follow the procedures set out in the main Child Protection policy for contacting and reporting concerns to the DSL and/or deputy.

The safeguarding team will continue to engage with social workers and attend and contribute to all multi-agency meetings, as determined by the local procedures for remote meetings.

The DSL will ensure that the school is represented at all multi agency meetings in an appropriate way by identifying a secure and confidential space where virtual attendance at meetings can take place, without interruption. School will ensure there is access to appropriate technology to support this.

Safeguarding supervision for the safeguarding team will continue to take place in order to review actions and decisions made, and support emotional wellbeing. We will consider how this is managed should staff be

required to work remotely, or on a rotational basis, to ensure all staff are able to participate in and have access to appropriate supervision.

3. Safeguarding procedures

Our school will continue to follow our child protection, managing allegations policies and staff code of conduct. The school will continue to follow normal [Local Safeguarding Children Board Procedures](#). For children who continue to attend the school site, staff responsible for those children will be aware of children with specific safeguarding or health needs or disabilities. Medicines should be stored and administered safely. Everyone should be clear as to the setting's child protection and fire evacuation procedures and other key safeguarding policies. Those working on the school premises should know how to contact the on-site Designated Safeguarding Lead/Deputies and First Aiders. If staff are working on a rota basis, there should always be appropriately trained key personnel on site. The names of these staff should be displayed and updated as required.

Where staff in school have a concern about a child, they should continue to follow the process outlined in our main Child Protection policy. This includes making a report via the agreed methods. The Safeguarding referral forms are in Reception or by recording on CPOMS. Staff are reminded of the need to report any safeguarding concern immediately **both verbally and in writing, and without delay** to the school's Designated Safeguarding Lead/Deputy Designated Safeguarding Leads. The revised statutory guidance, Keeping Children Safe in Education (DfE 2020) emphasises the need to report **any safeguarding concerns related to a child's mental health** to the school's Designated Safeguarding Lead/Deputy Designated Safeguarding Leads.

If any member of staff believes a child is at risk of harm then the Designated Safeguarding Lead will ring Liverpool Careline on 0151 233 3700 (or the children's services department of the local authority where the child lives), **without delay**. If the Designated Safeguarding Lead is *unavailable* then **any** member of staff should ensure Liverpool Careline is contacted without delay.

If a child is in immediate/imminent danger then staff should ring the police.

Everton Free School will continue to obtain the voice of the child to appropriately support assessment of the child's level of need.

[Safeguarding-mate](#) can provide additional key guidance to all staff regarding key safeguarding procedures.

Concerns regarding the conduct of any adult working on site (**staff member, supply staff, other third-party staff**) should continue to be dealt with in line with the school's managing allegations policy and local safeguarding children partnership procedures.

4. Attendance monitoring

All staff should remain vigilant to poor or erratic attendance being an indicator of safeguarding concerns particularly neglect or child exploitation. School Improvement Liverpool has provided additional guidance and escalation processes for monitoring the attendance of vulnerable students including when children suddenly stop attending and cannot be contacted. In these circumstances Everton Free School will act, without delay, to establish the welfare of a child. School staff will conduct a door step visit to a child's home following all social distancing guidance. This can provide opportunity to speak to a child and understand their needs and wishes whilst maintaining social distancing. Attendance issues will continue to be discussed during safeguarding supervision meetings.

Everton Free School will monitor all vulnerable children by contacting them regularly and making home visits as required if the family do not take up the offer of a vulnerable child place or the child stops attending.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Everton Free School will work with their social worker to overcome any barriers and ensure the child remains safe and well. There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk.

Shielding advice is currently in place, therefore all children identified as clinically extremely vulnerable are advised not to attend school.

5. Safer Recruitment

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. Schools should continue to follow the relevant safer recruitment processes for their setting, set out in part 3 of Keeping Children Safe in Education 2020.

The government introduced temporary changes to support the ID checking during the first national lockdown:

<https://www.gov.uk/government/news/covid-19-changes-to-dbs-id-checking-guidelines>

It is assumed these temporary changes may be reintroduced. In all cases all the DfE pre-employment checks set out in Keeping Children Safe in Education will need to have been completed including ensuring all original documents have been physically seen prior to the individual commencing work.

If new staff are recruited, the usual Safer Recruitment processes will be followed, and they will also be provided with a safeguarding induction.

Whilst acknowledging the challenge of the pandemic, it is essential from a safeguarding perspective that our school is aware, on any given day, which staff will be in the school and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, we will continue to keep the single central record (SCR) up to date as outlined in Keeping Children Safe in Education.

6. Mental Health

It is acknowledged that the current circumstances surrounding lockdown and COVID-19 are particularly stressful and may cause increased anxieties and stress for all members of our school community. When children and staff are away from their usual routine and social contact, this can become a negative and stressful experience. Everton Free School will ensure there is appropriate support available for the whole school community at this time. Support can include existing provision in the school, or from specialist staff or support services. Everton Free School employs a School Nurse and an Educational Psychologist. Where children of key workers and vulnerable children continue to attend the setting, appropriate support will be offered to them whilst on site.

All staff should be able to recognise behaviours in children that might suggest they are experiencing a mental health problem or be at risk of developing one. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken following the school's child protection policy.

The school community can also be signposted to the government's advice on supporting children and young people's mental health during the COVID-19 outbreak, available here:

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing?priority-taxon=b350e61d-1db9-4cc2-bb44-fab02882ac25>

There are also a range of resources provided by the Liverpool Learning Partnership, available here:

<https://www.liverpoollearningpartnership.com/resources-to-help-during-social-distancing-and-self-isolation/>
https://padlet.com/jholder_llp/goingbacktoschool

Staff should also be aware of the mental health of their pupils and parents when setting expectations regarding pupil's work when they are at home.

7. Online safety

School staff should continue to refer to the guidance for online safety in the main child protection policy.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Where the site remains open for key worker and vulnerable children, Everton Free School will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online on the school's IT systems or recommended resources. Measures will be put in place to ensure safe IT arrangements and Everton Free School will consider what the contingency arrangements are if the named IT staff become unavailable.

To support schools in delivering online remote learning, the DfE have produced safeguarding guidance for remote education, available here:

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

The [UK Council for Internet Safety provides information to help governing boards and proprietors assure themselves](#) that any new arrangements continue to effectively safeguard children online.

The [UK Safer Internet Centre's professional online safety helpline](#) also provides support for the children's workforce with any online safety issues they face

In the consideration of online safety the DfE have revised Annex C of Keeping Children safe in Education which now provides guidance in respect of education at home: where children are being asked to learn online at home the department has provided advice to support schools and colleges do so safely: ['Safeguarding in schools colleges and other providers'](#) and ['Safeguarding and remote education'](#)

The school will also take account of the following guidance:

Gov.uk

[Teaching Online Safety in Schools](#)

[Advice for teachers and leaders on remote education during Covid-19](#)

[Get help with technology for remote education during coronavirus](#)

<https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19>

LGfL

<https://coronavirus.lgfl.net/safeguarding>

SWGfL

<https://swgfl.org.uk/resources/safe-remote-learning/>

[SWGfL – Safeguarding and privacy online](#)

[SWGfL guidance for schools re-opening](#)

UK Safer Internet Centre

<https://www.saferinternet.org.uk/blog/working-remotely-advice-professionals-parents-posh-rhc>

<https://www.saferinternet.org.uk/advice-centre/safe-remote-learning-hub>

NSPCC

[NSPCC- Netware guidance around Zoom and other Apps](#)

[NSPCC: Online safety during the coronavirus](#)

[NSPCC: Undertaking remote teaching safely](#)

Where children are not physically attending school, Everton Free School considers the safety of our students when they are asked to work online. The starting point for online teaching remains the same as the principles set out in our school's staff code of conduct. This policy includes acceptable use of technologies, staff/student relationships and communication including the use of social media. This policy applies equally to any existing or new online and distance learning arrangements which have been introduced. The principles set out in the [guidance for safer working practice for those working with children and young people in education settings](#)

[published by the Safer Recruitment Consortium](#) alongside with the [COVID addendum](#) to this guidance should be adhered to by all staff.

Any online learning tools or systems recommended for use by Everton Free School, are be in line with privacy and data protection/GDPR requirements.

Our school will also be in contact with parents and carers during this time. Communication with parents will reinforce the importance of children being safe online. Families will be made aware of what their children are being asked to do online, including the sites they will be asked to access and who their child is going to be interacting with online, including members of staff from our school.

Everton Free School acknowledges that some parents and carers may choose to supplement the school's online offer with support from online companies and in some cases, individual tutors. We will raise awareness with parents the importance of only accessing online support from a reputable organisation or individual who can provide evidence that they are a safe organisation and can be trusted to have access to children. We will signpost parents to support.

8. Operation Encompass

If a child, subject to an Operation Encompass notification, is not attending our school and is being cared for at home, we will risk assess the situation taking into consideration the history of the child and family. This information will be used in order to determine our response to each individual case. In all situations we would always aim to speak to the child.

Families at risk of Domestic Abuse can be signposted to the following resources:

<https://www.gov.uk/guidance/domestic-abuse-how-to-get-help>

<https://www.womensaid.org.uk/covid-19-resource-hub/>

<http://thehideout.org.uk/>

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

<https://safelives.org.uk/sites/default/files/resources/Safety%20planning%20guide.%20victims%20and%20survivors.%20COVID-19.pdf>

9. Peer on peer abuse

Everton Free School recognises that during the Covid 19 period and given the potential for further school closures or partial closures a revised process may be required for managing any report of such abuse and supporting victims. Where we receive a report of peer on peer abuse, we will follow the principles as set out in part 5 of KCSIE and of those outlined within our main Child Protection policy. We will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person. Concerns and actions will be recorded using the agreed methods and appropriate referrals made.

Our school will refer to the guidance detailed below:

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

10. Monitoring

Everton Free School will develop arrangements to ensure all staff are aware and have understood any additional safeguarding guidance set out in this addendum. This appendix and the school's safeguarding arrangements will be kept under ongoing review.

In summary

At Everton Free School we help young people who often face challenges in achieving positive educational and social outcomes. We offer transformational learning opportunities to support them to develop and thrive as successful citizens.

We have high expectations, an inclusive approach and commitment to safeguarding and a determination to cultivate success and happiness within a stable, structured environment.

We build self-esteem and nurture positive self-belief through the three Rs – Respect, Responsibility and Resilience.

Links with other policies

This policy links to the following policies and procedures:

- Preventing bullying/racism
- Attendance
- Behaviour
- Complaints
- Curriculum
- Equality and Diversity
- E-safety
- First aid
- Health and safety
- IT acceptable use (commissioning form)
- Online safety
- Privacy notices
- Sex and relationship education
- Staff
- Whistle Blowing
- Positive mental health