



Merchant Taylors' School

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Safeguarding Children and Child Protection Policy

**Safeguarding Children and
Child Protection Policy**

Author: Executive Team

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Review: After each
meeting of Safeguarding Group

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POLICY STATEMENT AND PRINCIPLES

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. The Governors have regard to guidance issued by the Secretary of State. In particular the policy and procedures aim to meet the requirements of DFE 'Keeping Children Safe in Education' KCSIE September 2020 and 'Working Together to Safeguard Children' July 2018.

During the outbreak of Coronavirus (COVID-19), the Schools will have regard to updated guidance from the Department for Education, the Department of Health and Social Care and Public Health England. Details of the Schools' response to the outbreak, school closure etc. can be found in the Addendum to this policy, on page 44.

Our core safeguarding principles are:

- the Schools' responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- policies will be reviewed at least once a term (at meetings of the joint schools' safeguarding group) unless an incident or new legislation or guidance suggests the need for an interim review.

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. Child Protection is part of safeguarding. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

DESIGNATED PERSON(S):

Each of the four Schools within Merchant Taylors' has a senior member of staff who is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the authority and working with other organisations as necessary and should remedy without delay any deficiencies or weaknesses in its arrangements for safeguarding and promoting welfare that are brought to its attention. The Designated Safeguarding Leads (and any Deputies) are most likely to have a complete safeguarding picture and will be the most appropriate person(s) to advise on the response to safeguarding concerns.

LIAISING WITH OUTSIDE AGENCIES

The Designated Safeguarding Lead will usually be the person who deals with External Agencies on matters of Safeguarding and Child Protection. The Schools are in the Sefton Local Authority and, as a result, most of our dealings will be with Sefton LSCB (as the Safeguarding Partnership is known) and DOLA. However, due to the wide catchment area of the Schools, Designated Safeguarding Leads will often be in contact with other Local Authorities. A full list of Local Authorities and contact details can be found on page 40 of this policy.

If Merchant Taylors' School is named as a relevant agency by a Safeguarding Partnership, the Designated Leads, and their Deputies will co-operate fully with the arrangements published by that particular partnership.

ROLES AND RESPONSIBILITIES

Key Personnel

School	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead
MTBS	Mr. Deiniol Williams d.williams@merchanttaylor.com 0151 949 9328 / 07982 628620	Mr. Jonathan Green j.green@merchanttaylor.com 0151 928 9348
MTGS	Mr. Francis Lawell f.lawell@merchanttaylor.com 0151 924 3140	Mrs Natalie Houghton n.houghton@merchanttaylor.com 0151 924 3140 Mrs Jo Mayne j.mayne@merchanttaylor.com 0151 924 3140
Stanfield	Mrs. Yvette Bonfante y.bonfante@merchanttaylor.com 0151 949 9331	Mr Nick Benbow n.benbow@merchanttaylor.com 0151 924 1506 Mrs Elaine Williams (DSL for EYFS) e.williams@merchanttaylor.com 0151 924 1506
Designated Governors for Child Protection & Safeguarding	Mrs Sandy Gascoigne s.gascoigne@merchanttaylor.com	Mrs Glynis Johnston g.johnston@merchanttaylor.com

The Role of the Designated Safeguarding Lead

- Refer cases of suspected abuse or allegations to the relevant investigating agencies using procedures outlined by LA.
- Act as a source of support, advice and expertise when deciding whether to make a referral by liaising with relevant agencies. These may include Channel, CAMHS, LSCB MASH Teams, Early Help or members of the medical profession. If a criminal offence is suspected or reported, DSLs will always make contact with the police. The NPCC document *When to call the police* should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do
- Liaise with the relevant Head teacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role
- As necessary, liaise with the “case manager” and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member)
- Identify signs of abuse and when appropriate to make a referral
- Have a working knowledge of Local Safeguarding Children’s Board (LSCB) conduct of a child protection case conference and be able to attend and contribute when required to do so
- Recognise that it may be necessary to reassess concerns if a child’s situation changes or does not improve
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Ensure each member of staff has access to and understands the Schools’ safeguarding and child protection policy especially new or part time staff who may work with different educational establishments
- Ensure all staff are familiar with the requirements of KCSIE September 2020, Part 1: ‘Safeguarding information for all staff’ and those in positions of leadership and those who work directly with children are familiar with the requirements of KCSIE September 2020, Annex A: Further Information
- Ensure all staff have induction training and are able to recognise and report any concerns immediately they arise and ensure refresher training delivered by Children’s Social Services is undertaken every three years
- Ensure that all temporary and voluntary staff are made aware of the Schools’ safeguarding procedures and receive the appropriate training and information
- Ensure that all staff are trained in new Government/DfE/LSCB policies and procedures (this will include the Head teacher and all volunteers)
- Ensure that their own training is updated as appropriate – at least biennial DSL and Working Together to Safeguard Children Training.
- Understand and support the schools with regards to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation
- Be able to keep detailed accurate secure written records of referrals and/or concerns. Information is on a need to know basis only
- Be aware of any children who are being looked after by the Local Authority. Work with the Heads to appoint a designated teacher for LACs and ensure that s/he has the required knowledge and training to be able to support LACs at the Schools and to liaise effectively with external agencies,

in particular, the child's social worker.

- Obtain access to resources and attend any relevant or refresher training courses as above at least every two years. This will be in accordance with locally agreed procedures, from the LSCB. Such training will ensure that the DSL maintains an up to date knowledge of local and national child protection procedures. It will also allow him/her to engage in inter-agency work from a position of knowledge and experience.
- Ensure child protection policy is reviewed and updated at least annually with the governing body. Ensuring the monitoring and evaluation of the policy and relevant action plans have clear and specific outcomes.
- Ensure that the child protection policy is available publicly and parents have access to information, which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later. (leaflets and prospectus)
- Ensure a child's child protection file is copied and transferred to any new establishment as soon as possible separately from the main file
- Work with ICT staff to implement adequate filtering systems to keep children safe when accessing the internet at school (via wired or wireless networks)
- Work with ICT staff, pastoral staff and others to ensure that pupils and staff are aware of how to keep themselves safe online
- Establish and monitor the protocols for checking and supervising visiting speakers who are invited to the school to address pupils
- Be available during school hours for staff in school to discuss any safeguarding concerns – availability via telephone, Skype or similar is acceptable.

The Deputy Designated Safeguarding Lead

Deputy Designated Safeguarding Leads are appropriately trained and, in the absence of the DSL, carry out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

The Designated Governor for Safeguarding

The role of the Safeguarding Governor is to report to the board that the Schools' policies and procedures comply with regulations for safeguarding and child protection by an annual review.

The Responsibilities of all Staff

All teaching and non-teaching staff are aware of their responsibilities with regard to the protection of children from abuse and from inappropriate and inadequate care, and are committed to responding in all cases where there is concern. Safeguarding and promoting the welfare of children is **everyone's** responsibility. All staff who come into contact with children and their families have a role to play in safeguarding children. In order to fulfil this responsibility effectively, all staff should make sure that their approach is **child-centred**. This means that they should consider, at all times, what is in the **best interests** of the child. Staff are advised to maintain an attitude of "it could happen here".

What all school staff need to know:

- This Child Protection Policy
- The Behaviour Policy (including Rewards and Sanctions)
- The Staff Code of Conduct
- Keeping Children Safe in Education Part 1 (September 2020)
- The safeguarding response to children who go missing from education
- The role and identity of the Designated Safeguarding Lead

School leaders and those who work directly with children should also know Keeping Children Safe in Education Annex A (September 2020)

Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but is not limited to: bullying (including cyber bullying), gender based violence/sexual assaults, upskirting and sexting.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

EYFS - each child must be allocated a key person. This is usually the class teacher, however, may be a nursery nurse who can ensure that the child's care is tailored to meet his or her individual needs.

EYFS - mobile phones are not allowed to be used by any adult in the school setting and school-only cameras and recording equipment should be used. A separate Policy on the use mobile phones and cameras is available.

If a member of staff, whether teaching or non-teaching, including volunteers, has a child protection concern about a pupil or a concern about self-harming of a pupil, he/she will **immediately** inform the designated person, and record accurately the events giving rise to the concern. The action to be taken is detailed in the safeguarding referral process as outlined in the LSCB procedures (available on the Safeguarding Noticeboard in each School). All staff must have access to and have knowledge of the procedures and follow them.

EARLY HELP

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising. In the first instance, staff should discuss early help requirements with the Designated Safeguarding Lead.

Any child may benefit from Early Help, but staff should be particularly alert to the potential need for Early Help for a child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of being drawn into anti-social or criminal behavior, including gang involvement and association with organized crime groups;
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol themselves
- has returned home to their family from care;
- is showing early signs of abuse or neglect;
- is at risk of being radicalised or exploited;
- is at risk of modern slavery, trafficking or exploitation is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- is a privately fostered child.

If Early Help is appropriate, the Designated Safeguarding Lead (or Deputy) will generally lead on liaising with other agencies and setting up inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an Early help assessment. Such cases will be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse .

If a member of staff feels that a concern should be acted upon and it is not referred then he/she has the right to refer directly to social care (see contact details for LSCBs on page 37 If this is the case he/she should inform the relevant Head teacher of their action. If any person (member of staff, parent or pupil) has a safeguarding concern about a pupil at the Schools, they can make a referral to Children's Social Care on the telephone numbers on page 40. If at any time there is a risk of immediate serious harm to a child, a referral must be made to Children's Social Care and/or the police immediately. In this instance, the member of staff making the referral should inform the designated person or Head Teacher of their action.

N.B. Parental consent is not required for a referral to a statutory agency

CHILDREN IN NEED

Children are defined as being 'in need', under the Children Act 1989 section 17, when their vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services (s17(10) of the Children Act 1989), plus those who are disabled. The critical factors in deciding whether a child is in need are:

- What will happen to a child's health or development without services being provided, and
- The likely effect the services will have on the child's standard of health and development

For children who have not suffered or who are not at risk of suffering serious harm but are likely to need additional support from one or more outside agencies then the Designated Person should consult the Sefton LSCB Multi-Agency Threshold Pathway to Provision Handbook to determine the appropriate level of intervention (eg, CAF, Team Around the Child, Early Help)

WHAT IS ABUSE?

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

All staff should be aware that abuse, neglect and safeguarding are rarely standalone events that can be covered by one definition or label. In most cases issues will overlap with each other. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually assaulted/touched and boys being subject to initiation/hazing type violence.

Physical Abuse:

May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. May also be caused when a parent or carer fabricates the symptoms or, or deliberately induces illness in a child. Where one young person physically abuses another, it is important to understand why this behaviour has taken place before considering the action or punishment to be taken.

Signs of physical abuse may include unexplained or non-accidental injuries, for example:

Bruising

- commonly on the head but also on the ear or neck or soft areas - the abdomen, back and buttocks
- defensive wounds commonly on the forearm, upper arm, back of the leg, hands or feet
- clusters of bruises on the upper arm, outside of the thigh or on the body
- bruises with dots of blood under the skin
- a bruised scalp and swollen eyes from hair being pulled violently
- bruises in the shape of a hand or object.

Burns or Scalds

- can be from hot liquids, hot objects, flames, chemicals or electricity
- on the hands, back, shoulders or buttocks; scalds may be on lower limbs, both arms and/or both legs
- a clear edge to the burn or scald
- sometimes in the shape of an implement for example, a circular cigarette burn
- multiple burns or scalds.

Bite Marks

- usually oval or circular in shape
- visible wounds, indentations or bruising from individual teeth.

Fractures or Broken Bones

- fractures to the ribs or the leg bones in babies
- multiple fractures or breaks at different stages of healing

Other Injuries or Health Problems

- scarring
- effects of poisoning such as vomiting, drowsiness or seizures
- respiratory problems from drowning, suffocation or poisoning

Behavioural signs of physical abuse

- flinching when approached
- reluctance to change
- crying/instability
- afraid of home
- behavioural extremes
- apathy/depression
- wanting arms and legs covered even in very hot weather

Emotional Abuse:

Persistent emotional maltreatment such as to cause severe and persistent adverse effects on the child's emotional development. May involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on them. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs of emotional abuse in younger children may include:

- being overly-affectionate towards strangers or people they haven't known for very long
- a lack of confidence or becoming wary or anxious/low self esteem
- not appearing to have a close relationship with their parent, e.g. when being taken to or collected from nursery etc. Withholding love and affection
- being aggressive or nasty towards other children and animals.

Signs of emotional abuse in older children may include:

- using language, acting in a way or knowing about things that you wouldn't expect them to know for their age
- struggling to control strong emotions or having extreme outbursts
- seeming isolated from their parents
- lacking social skills or having few, if any, friends
- drug/alcohol/solvent abuse

Sexual Abuse:

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact including assault by penetration (for example rape or oral sex) or non-penetrative acts, such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education – see page 20 of this policy.

Sexual harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Signs of possible sexual abuse may include:

Staying away from certain people

- they might avoid being alone with people, such as family members or friends
- they could seem frightened of a person or reluctant to socialise with them.

Showing sexual behaviour that's inappropriate for their age

- a child might become sexually active at a young age
- they might be promiscuous
- they could use sexual language or know information that you wouldn't expect them to.
-

Having physical symptoms

- anal or vaginal soreness
- an unusual discharge
- sexually transmitted infection (STI)
- pregnancy
- bedwetting
- stomach pains when walking or sitting

Other signs and indicators of possible sexual abuse:

- eating disorder
- depression
- self harm
- unexplained money or gifts

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Child Sexual Exploitation and Child Criminal Exploitation are forms of child abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants, and/or for the financial advantage or other advantage (such as increased status) of the perpetrator or facilitator.

The victim may have been exploited even if the sexual activity appears consensual. These forms of exploitation do not always involve physical contact: they can also occur or be facilitated through the use of technology/online means.

Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;

- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

All staff must be aware of the warning signs.

The following are typical vulnerabilities in children prior to abuse: living in a chaotic or dysfunctional household (including parental substance use, mental health issues, parental criminality), history of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based abuse, physical and emotional abuse and neglect), recent bereavement or loss, gang association either through relatives, peers or intimate relationships (in cases of gang associated CSE only), learning disabilities, unsure about their sexual orientation or unable to disclose their sexual orientation to their families, friends with young people who are sexually exploited, homeless, lacking friends from the same age group, living in a gang neighbourhood, living in residential care, living in hostel, bed and breakfast accommodation or a foyer, low self-esteem or self-confidence, young carer. (see separate Young Carer's policy in the Pastoral section)

Signs and behaviours of children who are already being sexually exploited are: missing from home or care, physical injuries, drug or alcohol misuse, involvement in offending, repeat sexually-transmitted infections, pregnancy and terminations, absent from school, change in physical appearance, evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites, estranged from their family, receipt of gifts from unknown sources, recruiting others into exploitative situations, poor mental health, self-harm, and thoughts of or attempts at suicide.

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

Child Criminal Exploitation can include children being forced to work in cannabis factories, being coerced in to moving drugs or money across the country (county lines – see page XXX for more information), forced to shoplift or pickpocket or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in their emotional wellbeing;
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or do not take part in education

Female Genital Mutilation (FGM)

Female Genital Mutilation is “a collective term for all procedures involving the partial or total removal of external female genitalia for cultural or other non – therapeutic reasons”.

In the UK this is considered to be child abuse. FGM is illegal. The Designated Person should be aware of guidance that is available in respect of FGM and should be vigilant to the risk of it being practised. School staff will need to be aware of the potential risks.

All staff should speak to the Designated Safeguarding Lead (or Deputy) with regard to any concerns about Female Genital Mutilation, there is a specific legal duty on teachers. From October 2015 it is mandatory for teachers who discover (either through disclosure by the victim or visual evidence*) that FGM appears to have been carried out on a girl under the age of 18 to report this to the police. Those failing to report such cases will face disciplinary sanctions.

Signs, symptoms and indicators (see below)

- Student talking about getting ready for special ceremony
- Family arranging an extended break abroad
- Child’s family belonging to one of “at risk “communities (Afghanistan, Egypt, Ethiopia, Eritrea, Somalia, Sudan, Sierra Leone, Nigeria, Kenya, Togo, Senegal, Yemen, Oman, Iraqi Kurdistan, India, Pakistan, Malaysia and Indonesia.)
- Knowledge that older sibling has undergone FGM
- Young person talks about going abroad to be “cut” or get ready for marriage

Indicators:

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

* It will be rare for teachers to see visual evidence, and they should **not** be examining pupils. However, they must act if they discover that an act of FGM appears to have been carried out. Information on when and how to make a report can be found here: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the

teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. 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. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. The Schools will follow the statutory guidance and multi agency guidelines from the Forced Marriage Unit when handling cases of Forced Marriage.

Neglect:

Persistent failure to meet a child's basic physical and/or psychological needs, likely to result in 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, provide adequate supervision (including the use of inadequate care-givers), or ensure access to appropriate medical care. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Children who are neglected may have:

Poor appearance and hygiene

They may:

- be smelly or dirty
- be tired or listless
- have unwashed clothes
- have inadequate clothing, e.g. not having a winter coat
- seem hungry or turn up to school without having breakfast or any lunch money
- overeat when food is available
- have frequent and untreated nappy rash in infants.

Health and developmental problems

They may have:

- untreated injuries, medical and dental issues
- repeated accidental injuries caused by lack of supervision

- recurring illnesses or infections
- not been given appropriate medicines
- missed medical appointments such as vaccinations
- poor muscle tone or prominent joints
- skin sores, rashes, flea bites, scabies or ringworm
- thin or swollen tummy
- anaemia
- tiredness
- faltering weight or growth and not reaching developmental milestones (known as failure to thrive)
- poor language, communication or social skills.

Housing and family issues

They may be:

- living in an unsuitable home environment for example dog mess being left or not having any heating
- left alone for a long time
- taking on the role of carer for other family members.

Sefton LSCB have an online neglect screening tool which should be used to identify neglect before making a referral to Children's Social Care.

<https://seftonlscb.org.uk/lscb/professionals/neglect-strategy>

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Within the Schools, there is a team of staff who are trained in Mental Health First Aid. Colleagues with concerns about a pupil's mental health can discuss their concerns with a member of the team. Pupils may also refer themselves or be referred by colleagues for a discussion with a member of the team. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken and the concern referred to their designated safeguarding lead or deputy.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. These additional barriers can exist when recognising abuse and neglect in this group of children and can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

CHILDREN MISSING EDUCATION

The Schools will ensure that they work together with Sefton Council, Schools and Families, alongside other partners, to track any students believed to be out of school for any reason until they are registered in a new school or other education provision by following the guidelines set out in the DfE document: Children Missing Education (September 2016) and KCSIE (September 2020). The Schools will inform the local authority of any pupil who fails to attend school regularly or has been absent without the Schools' permission for a continuous period of 10 school days or more, at such intervals as are agreed between the Schools and the Local Authority.

A list of reasons why pupils may be missing from education is given below. (This list is not exhaustive):

- Pupils at risk of harm/neglect
- Missing children and runaways
- Children and young people supervised by the Youth Justice System –
- Children of Gypsy, Roma and Traveller (GRT) families
- Children of Service Personnel
- Missing children or runaways
- Children of new migrant families
- They do not start school at the appropriate time and so they do not enter the education system
- They are removed from school by their parents
- They fail to find a suitable school place after moving to a new area
- The family move home regularly
- Family breakdown
- Children who do not make the transition between key stages (e.g. nursery to primary, primary to secondary)

CHILD CRIMINAL EXPLOITATION: COUNTY LINES

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Domestic abuse

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

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

- psychological;
- physical;
- sexual;
- financial; and
- emotional

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

Domestic Abuse – Operation Encompass

The Schools are part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse. Operation Encompass means that the police will share information about Domestic Abuse incidents with our school PRIOR to the start of the next school day when they have been called to a domestic incident.

Designated Safeguarding Leads at our Schools will undertake Operation Encompass training and will cascade the principles of this to Deputy Designated Leads.

Parents have been made aware of the fact that the Schools are in partnership with local police forces as part of Operation Encompass.

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

The Key Adult (Designated Safeguarding Lead) will also led training for all school staff and Governors about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children.

The Schools are aware that we must do nothing that puts the child/ren or the non abusing adult at risk and we will continue to use the Operation Encompass toolkit to ensure that all appropriate actions are taken by the Schools to support families where an incident of domestic violence has taken place.

HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. (See Government factsheets at www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation – see website above.

So-called 'honour-based' abuse

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see section on FGM on page 15 of this policy).

SAFEGUARDING PUPILS WHO ARE VULNERABLE TO RADICALISATION / EXTREMISM

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Merchant Taylors' Schools value freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Merchant Taylors' Schools are clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. During the process of radicalisation it is possible to intervene to prevent vulnerable people being drawn into terrorist related activity.

Extremism is vocal or active opposition to fundamental values including democracy, the rule of law, individual liberty and mutual respect and tolerance of difference faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Terrorist groups often draw on extremist ideas developed by extremist organisations.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

While it is rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist and extremist influences or prejudiced views. As with other safeguarding strategies, early intervention is always preferable.

Indicators of Vulnerability to Radicalisation.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking remove space element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;

- Joining or seeking to join extremist organisations;
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Merchant Taylors' Schools seek to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Any member of staff who has a concern that a pupil is at risk of being radicalised into extremist activity must raise this concern with the Designated Safeguarding Lead immediately. They must document their concerns along with the evidence of indicators on the Recording a Concern Form. The Designated Safeguarding Lead may make a referral to the LSCB or to the Channel Programme.

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

Designated Safeguarding Leads will undergo training to allow them to recognise indicators. This may include training offered by the LSCB or WRAP training offered by the police or other agencies. They will also undertake the online training available to raise awareness of the Channel Programme.

Prevention

The schools work to prevent the radicalisation of pupils by actively promoting fundamental British Values. There is an SMSC policy which advises staff. Fundamental British values are promoted through PSHE, School Assemblies and through the ethos of mutual respect that underpins behaviour management at the schools.

LISTENING TO CHILDREN

Some staff will have a particular contribution to make in listening to children who have been through the experience of abuse. It is important that this work is not undertaken at a time when it may impact on any legal processes through which the child may be involved, and that it does not clash with any therapeutic interventions provided by other agencies. All staff are aware that if they are selected by a pupil to hear a disclosure they **NEED TO TAKE ACCOUNT** of the guidance given in the *Memorandum of Good Practice* (Criminal Justice Act 1991) – see overleaf

The following guidance will act as a framework for a staff response. Reporting a disclosure to the Designated Safeguarding Lead takes priority over personal priorities and other professional duties.

- Be accessible and receptive, listen carefully and ask open questions to clarify eg. who, what, when, where, how
- Take it seriously (eg. this is very serious, I am sad that this has happened to you)

- Reassure the child they are right to tell (eg. I am glad you told me, that was the right thing to do)
- Reassure the child it was not their fault (eg. the big person/grown up knew it was very wrong to involve you in adult/this stuff/things)
- Negotiate getting help – tell the child you are going to get help for them and their family – prepare them for the fact that you must involve others
- Explain that you cannot personally protect them – but will support them in telling the right people to make sure it does not happen again
- Report – all suspicions or disclosures immediately (particularly disclosures received at the end of the working day)
- Make careful records of what was said – immediately using the child’s own words and including questions you asked. Keep your hand written notes and submit them to the Designated Safeguarding Lead, along with the reporting a concern form.
- Never promise a child that you will not tell anyone about the information in their disclosure – this may ultimately not be in the best interest of the child. However, bear in mind the need for an appropriate level of confidentiality and only share information with those who need to be involved, such as the Designated Safeguarding Lead (or a Deputy) and Children’s Social Care.

DO NOT

- Delay in passing your concern to the Designated Safeguarding Lead
- Jump to conclusions or make promises you cannot keep. (Confidentiality)
- Try to get the child to disclose – let the child talk and ask only the questions you need to know to clarify immediate safety. The child should not be repeatedly interviewed and the police/social services interview will form the basis of evidence needed to protect the child
- Speculate or accuse anybody
- Ask any leading questions whatsoever e.g. was it daddy/mummy etc. or any questions requiring a YES/NO answer
- Attempt to investigate the allegations of abuse

(based on the Memorandum of Good Practice – Criminal Justice Act 1991)

If the Designated Safeguarding Lead is unavailable, any person may seek advice from or make a referral to the Local Safeguarding Children’s Board. In this instance, they must inform the Designated Safeguarding Lead as soon as possible that a referral has been made.

Once you have received a disclosure or if you have a concern

- Record the disclosure or your concern on the school’s reporting a concern form
- Immediately contact the Designated Safeguarding Lead, who will meet with you to discuss the case. You should bring your reporting a concern form and any handwritten notes which you made during the disclosure.

What will happen next?

- If you have not already done so, the DSL will immediately discuss the case with the MASH Team and / or Designated Officer for the Local Authority, and always within one working day of receiving the concern

- The DSL will inform the Head Teacher and the Designated Governor for Safeguarding
- If the concern or allegation is against the Head Teacher, the DSL will inform the Designated Governor for Safeguarding and the Chair of Governors
- If the concern or allegation is against the DSL, you should inform the Head Teacher.
- If the concern or allegation is against the Designated Governor for Safeguarding, the DSL will inform the Head Teacher and the Chair of Governors.

PARENTS

It is good practice to inform parents of concerns and subsequent referrals to social care unless the child is at risk of significant harm by doing so. Meetings with parents will be held with the designated person and/or head teacher and/or a member of staff. (Two members of staff maximum)

SHARING OF INFORMATION

Information sharing is vital in identifying and tackling all forms of abuse and neglect. Staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is as problems are first emerging, or where a child is already known to the local authority children's social care. It is the responsibility of all staff to be familiar with the information sharing arrangements laid out in this policy and to share information around concerns about the safety and welfare of children with the DSLs, Head Teachers or Governors without delay.

The Schools are aware of the obligations that the Data Protection Act 2018 and the General Data Protection Regulations impose and of the duty on the Schools and individuals to process personal information fairly and lawfully and to keep the information which they hold secure.

The principles of the Data Protection Act 2018 and the General Data Protection Regulations include:

- being confident of the processing conditions which allow us to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows us to share special category personal data. This includes allowing us to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that we gains consent, or if to gain consent would place a child at risk.
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met²⁶. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt we will seek independent legal advice.

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

ABUSE BY ANOTHER CHILD – Peer on peer abuse

If the abuse reported is by another child (whether in or out of school), it is important to follow the usual guidelines given above. A bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'. In such cases the school should report its concerns to the local authority social care department.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- gender based violence;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence under the Voyeurism (Offences) Act of April 2019.
- sexting/youth produced sexual imagery;
- initiation/hazing type violence and rituals.

Staff should treat cases of peer on peer abuse as they would any other safeguarding concern by reporting to the DSL in the first instance. There are different forms that peer on peer abuse can take, all of which are unacceptable, and which will never be tolerated or passed off as "banter", "having a laugh" or "part of growing up". Victims and perpetrators of peer on peer abuse will be supported.

Supporting the victim:

- The Schools will consider the age and developmental stage of the victim, the nature of the abuse and the potential risk of further abuse
- The Schools will consider the needs and wishes of the victim, listening to them in order to make them feel in as much control of the process as possible
- We will ensure that the victim is never made to feel as though they have done the wrong thing by making a report
- Interventions will be considered which target a whole year group or form in order to avoid drawing undue attention to the victim
- Encourage the victim to improve peer group relationships where bullying is a factor in the abuse
- Consider the opportunities for curriculum support – PSHE etc.

Supporting the Perpetrator

- There may be school sanctions imposed in order to reinforce the need for the perpetrator to modify their behavior. These will be proportional and comply with each School's rewards and sanctions policy.
- If there is any criminal investigation, the Schools will continue to support and educate the perpetrator, subject to any conditions imposed by the police or courts (e.g. bail conditions)
- The Schools will carry out necessary risk assessments to allow the perpetrator to continue with education in our settings
- If the perpetrator is educated off site for any length of time, appropriate work will be set and marked until permanent alternative arrangements are made
- Advice will be sought, as appropriate, from MASH, the police, local charities or other agencies or specialist services in order to commission the best and most suitable support for the perpetrator.

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Allegations of peer-on-peer abuse will be recorded as a safeguarding concern by the DSLs. Details of any interactions with external agencies will be kept along with a record of the progress made by both victim and perpetrator.

Procedures which minimise the risk of peer on peer abuse are employed by the Schools. These include:

- Updating staff on what to look for as early signs of possible peer on peer abuse and what to do if they have a concern about a child
- staff challenging inappropriate behaviour
- providing educational opportunities which address issues with peer on peer abuse – these come from PSHE, assemblies, etc
- being aware of the context of each young person's environment (family, community etc) which may influence their behaviour with regard to peer on peer abuse.

CONTEXTUAL SAFEGUARDING

All Staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and /or can occur between children outside of school. All staff, but especially the designated Safeguarding leads (or Deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

Any referral for Children's social care assessments should include as much information about the context of any concern or behaviour.

Specific contextual influences in the Merseyside area / applying particularly to pupils of the Schools:

- membership of a gang / involvement in serious organized crime
- knife crime
- antisocial behavior
- county lines
- child sexual exploitation
- domestic violence
- poor mental health
- affluent neglect

PROFESSIONAL ABUSE

It is essential that any allegation of abuse against a teacher or other member of staff (including supply staff and volunteers) in an education setting is dealt with fairly, quickly and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. (Statutory guidance is given in Part 4 of Keeping Children Safe in Education, DfE September 2020). All allegations are to be reported immediately to the relevant Head Teacher or the Chair of Governors in the absence of the Head or if the Head is the subject of the allegation. Allegations of any sort against a member of staff will be immediately referred to the Designated Officer For The Local Authority or, in more serious cases, the police, who will decide if further action should be taken. The Chair of Governors will also be informed. The Schools will follow the procedures for dealing with allegations of abuse made against teachers and other staff as set out in part four (paragraphs 184-234) of the statutory guidance Keeping Children Safe in Education (DfE September 2020).

The Schools are committed to report promptly to the DBS (Disclosure and Barring Service) any person (whether employed, contracted, a volunteer or student) whose services are no longer used and the DBS referral criteria are met and, in the case of a member of the teaching staff, the Schools will decide whether to refer the matter to the TRA (Teaching Regulation Agency) to consider if a prohibition order may be appropriate. Such a referral may be made if the teacher has been dismissed or would have been dismissed had he or she not resigned.

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

A prohibition order may be appropriate because:

- The teacher was dismissed for unacceptable professional conduct
- The teacher was dismissed for conduct that may bring the profession into disrepute
- The teacher was dismissed as a result of being convicted for a relevant offence

In order to avoid unjust or unfounded allegations being made against them, staff should refer to the Code of Conduct Section 3, Paragraph 23 which deals with One to One situations. In summary, with respect of a one-to-one situation between a member of staff and a child:

- Avoid meetings in remote, secluded areas
- Always inform other colleagues and / or parents about the contact beforehand, assessing the need to have them present or close by
- Avoid the use of "engaged" or equivalent signs wherever possible
- Carefully consider the needs and circumstances of the child(ren) when in one to one situations.

Use of mobile phones

Each of the schools in the Merchant Taylors' family have their own specific mobile phone policy. There is a school wide filtering system in place to prevent access to inappropriate material whilst phones are connected to the school network.

There are particular issues which might arise:

SEXTING - Background & Definitions

The meaning of the term 'Sexting' has evolved over the last few years. Reports which have canvassed the opinions of young people suggest that 'Sexting' means writing and sharing explicit messages with people that they know. Similarly, many parents think of Sexting as flirty or sexual text messages rather than images.

However, in other circles, Sexting has come to mean the sharing of explicit images. Many professionals consider Sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet'.

On the basis of advice from UKCCIS (the UK Council for Child Internet Safety), we will use the term "youth produced sexual imagery". This is the best term as it ensures clarity:

- "Youth produced" includes young people sharing images that they or another young person have created of themselves
- "Sexual" is clearer than "Indecent". A judgement of whether something is "decent" is both a value judgement and dependent on context.
- "Imagery" covers both still photos and videos (and this is what is meant by reference to imagery throughout these updates.

The types of incidents to which these updates refer are:

- A person under the age of 18 who creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 who shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 who is in possession of sexual imagery created by another person under the age of 18

This policy does not cover:

- The sharing of sexual imagery of people under the age of 18 by adults (as this constitutes child sexual abuse and must be reported to the police)
- Young people under the age of 18 sharing adult pornography or exchanging sexual text messages which do not contain imagery.

All incidents of youth produced sexual imagery should be dealt with in the same context as other safeguarding concerns. The Schools' response to such incidents will be guided by the principle of proportionality and the primary concern at all times will be the welfare and the protection of the young people involved.

The relevant legislation is contained in the Protection of Children Act (1978) as amended in the Sexual Offences Act 2003 (England and Wales). Specifically:

- It is an offence to possess, distribute, show and make indecent images of children¹
- The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.

¹ This includes imagery of yourself if you are under 18

(Indecent is not defined in legislation. For most purposes, if imagery contains a naked young person, a topless girl and/or displays genitals or sex acts, including masturbation, then it will be considered indecent. Indecent images may also include overtly sexual images of young people in their underwear).

Children under the age of 13 are given extra protection from sexual abuse under the Sexual Offences Act 2003. This law makes it clear that children of this age can never legally give consent to engage in sexual activity. Any situations involving children under 13 and youth produced sexual imagery must be taken seriously as potentially being indicative of a wider safeguarding or child protection concern as being problematic sexual behaviour.

In some cases, children under the age of 13 (and indeed older) may create youth produced sexual imagery as a result of age appropriate curiosity, risk-taking behaviour or simply due to naivety rather than sexual intent. Within this context it is unlikely that police or social care involvement is required or proportionate but DSLs will need to use their professional judgement to consider the specific context and the children involved. DSLs will need to be mindful that behaviour which may not initially appear to be sexually motivated may have occurred as a result of risky or harmful behaviour or indeed sexual abuse being “normalised” for children.

DSLs must ensure that they are familiar with and follow the relevant local policies and procedures (including contact with local authorities or Local Safeguarding Children Boards) available for recognising and responding to harmful behaviours and / or underage sexual activity when dealing with children under 13 who may have been involved in creating or sharing youth produced sexual imagery. This is essential to ensure that the children involved or identified are safeguarded and are not unnecessarily criminalised or labelled.

Handling Incidents

When an incident involving youth produced sexual imagery comes to the Schools’ attention:

- The incident must be referred to the DSL as soon as possible
- The DSL will hold an initial review meeting with appropriate school staff
- There will be subsequent interviews with the young people involved, if appropriate
- Parents should be informed at an early stage and involved in the process unless there is a good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process, if there is a concern that a young person has been harmed or is a risk of harm, a referral should be made to children’s social care and / or the police immediately.

Remember – any direct disclosure by a young person must be taken very seriously. A young person who discloses that they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that the disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

The DSL will use the initial review meeting and interview to establish the facts and to consider initial evidence. The DSL will then make a decision about whether or not to refer the case to children's social care and / or the police. This decision must be taken after consultation between the DSL and the Headteacher and other members of staff if appropriate.

If an incident of youth produced sexual imagery is referred to the police, it is likely to be necessary to seize a mobile device. The Education Act 2011 amended the power in the Education Act 1996 to provide that a teacher who has been formally authorised by the Head Teacher can seize a mobile device. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone or to search a young person if there are reasonable grounds for suspicion that that young person is in possession of a prohibited item, including pornography. A confiscated device should be turned off and placed under lock and key until the police are able to retrieve it.

However, adults should not view youth produced sexual imagery unless there is good and clear reason to do so. Becoming aware that such imagery exists on a young person's device is not reason enough for adults working in schools to view the imagery. Wherever possible, responses to incidents of youth produced sexual imagery should be based on what DSLs have been told about the content of the imagery by colleagues, parents or young people.

Recording

All incidents relating to youth produced sexual imagery will be recorded in school by the DSL and these records kept in a similar way to records of other safeguarding concerns. This recording will include incidents that have been referred to external agencies and those that have not.

Child on Child Sexual Violence and Sexual Harassment

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. The Designated Safeguarding Leads will take a leading role in these decisions, using their professional judgement supported by other agencies, such as children's social care and the police as required.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

Victims must be reassured that they are being taken seriously and that they will be appropriately supported and kept safe. Never give the impression that they are creating a problem by reporting sexual violence or sexual harassment. A victim should never be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows that girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Merchant Taylors' Schools are aware of sexual violence and the fact that children can, and sometimes do, abuse their peers in this way. When referring to sexual violence and sexual harassment in this policy, we do so in the context of child on child abuse.

When referring to sexual violence, this policy refers to sexual offences under the Sexual Offences Act 2003, as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: he or she intentionally penetrates the vagina or anus of another person (B) with a part of his/her body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: he or she intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another e.g. vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- A child under the age of 13 can never consent to any sexual activity;
- The age of consent is 16;
- Sexual intercourse without consent is rape.

Sexual Harassment: “unwanted conduct of a sexual nature” that can occur online or offline. Sexual harassment is likely to violate a child’s dignity and/or make them feel intimidated, degraded, humiliated and/or create a hostile, offensive and sexualized environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments such as telling sexual stories, making lewd comments, making sexual comments about clothes and appearance and calling someone sexualized names;
- Sexual jokes or taunting
- Physical behaviour such as deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawing of a sexual nature
- Online sexual harassment including non-consensual sharing of sexual images and videos, sexualized online bullying, unwanted sexual comments and message, including on social media and sexual coercion or threats.

Reports must be handled as any other safeguarding concern. Effective safeguarding practice should be employed when handling a report of sexual violence or sexual harassment, including:

- Not promising confidentiality to this initial stage as it is very likely that this concern will have to be shared further. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed on to;
- Listening carefully to the child in a non-judgmental way
- Not asking leading questions, prompting if necessary with open questions (where, when, what etc).
- Making a factual record of the report as soon as possible after receiving it, only recording the facts as the child presents them, not the personal opinion of the note taker (staff must be aware that such reports could become part of a statutory assessment by children’s social care and/or part of a criminal investigation)
- If possible, manage the report with two members of staff present, preferably one of them being the Designated Safeguarding Lead or Deputy)
- Informing the Designated Safeguarding Lead (or Deputy) as soon as possible if the DSL (or Deputy) is not involved in the initial report.

Where there has been a report of sexual violence, the Designated Safeguarding Lead (or a Deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case. Risk assessments will be written, recorded and kept under review. Most important will be to consider the risk(s) posed to all pupils and to put adequate measures in place to protect them and keep them safe.

Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved or impacted).

When managing a report of sexual violence or sexual harassment, the Designated Safeguarding Lead will consult with external agencies as necessary. These may include Children's Social Care and/or the Police. There are four likely scenarios to consider when managing any reports of this nature:

- Manage Internally
- Early Help
- Referral to Children's Social Care
- Reporting to the Police

Where a child has been harmed, is at risk of harm, or is in immediate danger, the Designated Safeguarding Lead will make a referral to Children's Social Care. At this stage, the School will generally inform parents, unless there are compelling reasons not to (if informing a parent or carer will put the child at additional risk).

Any report to the police will be in parallel with a referral to Children's Social Care. Where a report of rape, assault by penetration or sexual assault is made, the starting point will be that this will be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police will remain.

The School will continue to work with the police and / or Children's Social Care in order to provide the best possible support to the victim and perpetrator. If and when the involvement of these external agencies ceases, the School will continue to engage with the affected children, enlisting specialist support as required.

MANAGING ALLEGATIONS AGAINST PEOPLE WHO WORK WITH CHILDREN – THE ROLE OF THE DESIGNATED OFFICER FOR THE LOCAL AUTHORITY

The Designated Officer For The Local Authority should provide advice and guidance to employers and voluntary organisations, liaising with the police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process;

- any allegation should be reported immediately to a senior manager within the organisation. The Designated Officer For The Local Authority should also be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police; and
- if an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.

The Designated Officer For The Local Authority role applies to paid, unpaid, volunteer, casual, agency and self-employed workers. The Designated Officer For The Local Authority is involved from the initial phase of the allegation through to the conclusion of the case.

Their role is to give advice and guidance to employers and voluntary organisations, liaise with the Police, when necessary and other agencies, and monitor the progress of cases to ensure that they are dealt with in a timely manner and consistent with a thorough and fair process.

The Designated Officer For The Local Authority helps co-ordinate information-sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible.

The Designated Officer For The Local Authority should be alerted to all cases in which it is alleged that a person who works with children has:

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

What does the Designated Officer For The Local Authority do?

Provides an 'Initial Discussion' which allows for the giving of advice and guidance relating to the most appropriate way of managing the allegation or concern, and most importantly will help establish what the 'next steps' should be in terms of investigating the matter further.

Allegations found to be malicious will be removed from personal records and records of all other allegations will be kept but any that are not substantiated or unfounded or malicious will not be referred to in employer references.

HISTORICAL ABUSE ALLEGATIONS FROM A CHILD

Any historical abuse allegations from a child will be treated as if it was recent in terms of appropriate response to the child and their needs. In relation to the alleged perpetrator and other children who may be at risk, the same principles as above apply.

RECRUITMENT & VETTING

Adult access to pupils: via any school activities, the use of school premises or promotion of outside school activities will be assessed for level of risk and regularly monitored. In all circumstances all employed and voluntary staff should have undergone vetting by the Disclosure and Barring Service including application forms, references and interviews as outlined in 'Keeping Children Safe in Education September 2020. The details of the Schools' recruitment process are set out in the Merchant Taylors' Schools' Recruitment Policy found in the staff shared drive.

The central principles of the Schools' Recruitment policy are to:

- attract the best possible applicants to vacancies;
- deter prospective applicants and identify and reject applicants who are unsuitable for work with children or young people;
- ensure the Schools are following best practice guidelines in recruitment according to National Standards

The Schools will ensure that all adults and pupils know any relevant procedures or codes of conduct. The Staff Code of Conduct Policy in the Staff Handbook provides clear guidance about behaviour and actions so as not to place pupils or staff at risk of harm or of allegations of harm to a pupil.

The Schools have a Visiting Speakers Protocol, which must be followed by any member of staff who is inviting an external speaker to address pupils. This protocol is available on the Staff Shared Drive, the Safeguarding Noticeboards and from the HR Department.

Any adult whose services are no longer used because s/he is considered unsuitable to work with children, will be reported to the DBS within one month of leaving the school. [PO Box 181, Darlington DL1 9FA, 0300 200 190]

PROCEDURES MANUAL

The online Sefton LSCB Multi-Agency Safeguarding Procedures Manual will be referred to by DSLs when dealing with safeguarding cases. Information about this online manual will be made available to staff.

Sefton Local Safeguarding Children's Board website :www.seftonlscb.co.uk

CHILD PROTECTION CONFERENCES

The schools will ensure that a member of staff who is properly informed about the immediate concerns as well as about the child and his/her history attends all child protection conferences. Full reports to conference in accordance with procedures, will be sent to Social Care in advance where possible, or multiple copies taken to the Conference where time given is limited.

STAFF SUPPORT

The stress on staff involved in any aspect of child protection work is considerable, and the school will ensure that such staff are properly supported. The relevant Head teacher and Designated Person will be responsible for ensuring that support from outside the school is sought where appropriate.

The School promotes a culture of safety and encourages everyone to raise concerns immediately. The School values its staff and supports them to be reflective. The procedures for reporting and handling concerns, together with the Whistleblowing procedure are laid out in section 31 of CODE of CONDUCT: Merchant Taylors' Schools, Guidance for Safer Working Practice for Adults who Work with Children and Young People and within the Staff Employment Manual. Copies of these documents are available from the HR Department.

CHILD PROTECTION IN THE CURRICULUM

The planned curriculum will include material and activities, mainly within Personal, Social and Health Education which are designed to help children to be less vulnerable to abuse, where this is possible, without in any way implying that the responsibility for child protection is the child's. This will include emotional health and wellbeing, relationships education, relationships and sex education, anti-bullying, online safety, drug education and all work that develops self-esteem and inter-personal skills.

Opportunities to teach safeguarding will also arise through Relationships and Sex Education.

COHERENCE

The Child Protection Policy will be complemented and supported by other School policies and practice. In particular the Schools' policies related to personal, social and health education; behaviour, anti-bullying, SEND, looked after pupils, welfare and guidance.

CO-ORDINATION

Co-ordination of policy and practice is the responsibility of the Designated Person. This will be recorded in the DP file which will include: school policy, remit of DP pro-formas, list of contacts, information on level of staff training and an action plan.

This policy will be given to all staff members who must read and sign.

USEFUL CONTACTS

MASH/Careline Teams are available to discuss safeguarding cases and offer advice ahead of a referral to Children’s Services. MASH (Multi Agency Safeguarding Hub) contact details for our LSCBs/Safeguarding Partnerships:

LSCB	MASH team number (office hours)	MASH team number (out of hours)
Sefton	0151 934 4013/4481	0151 934 3555
Liverpool	0151 233 3700	0151 233 3700 (24 hrs)
St Helens	01744 676600	0345 0500 148
Lancashire	0300 123 6720	0300 123 6722
Warrington	01925 443400	01925 444400
Halton	0151 907 8305	0345 050 0148
Bolton	01204 331500	01204 337777
Wigan	01942 828300	01942 828300 (24/7)

LA officer represented on the LSCB – Julie Palin/Tracy McKeating 0151 934 3359 – for concerns about inter-agency co-ordination

**Welfare Officers – for support regarding assessments of individual cases and training on procedures – Julie Palin/Tracy McKeating
Tel. 0151 934 3359**

Professional Abuse – Paul Cunningham (HR) Tel. 0151 934 3209

**Designated Officer for the Local Authority – Tracey Holyhead Tel. 0151 934 3783
tracey.holyhead@sefton.gov.uk**

**Non-emergency advice for staff on extremism (DfE Due Diligence and Counter Extremism Group)
020 7340 7264**

counter-extremism@education.gsi.gov.uk

Anti-Terrorist Hotline 0800 789321

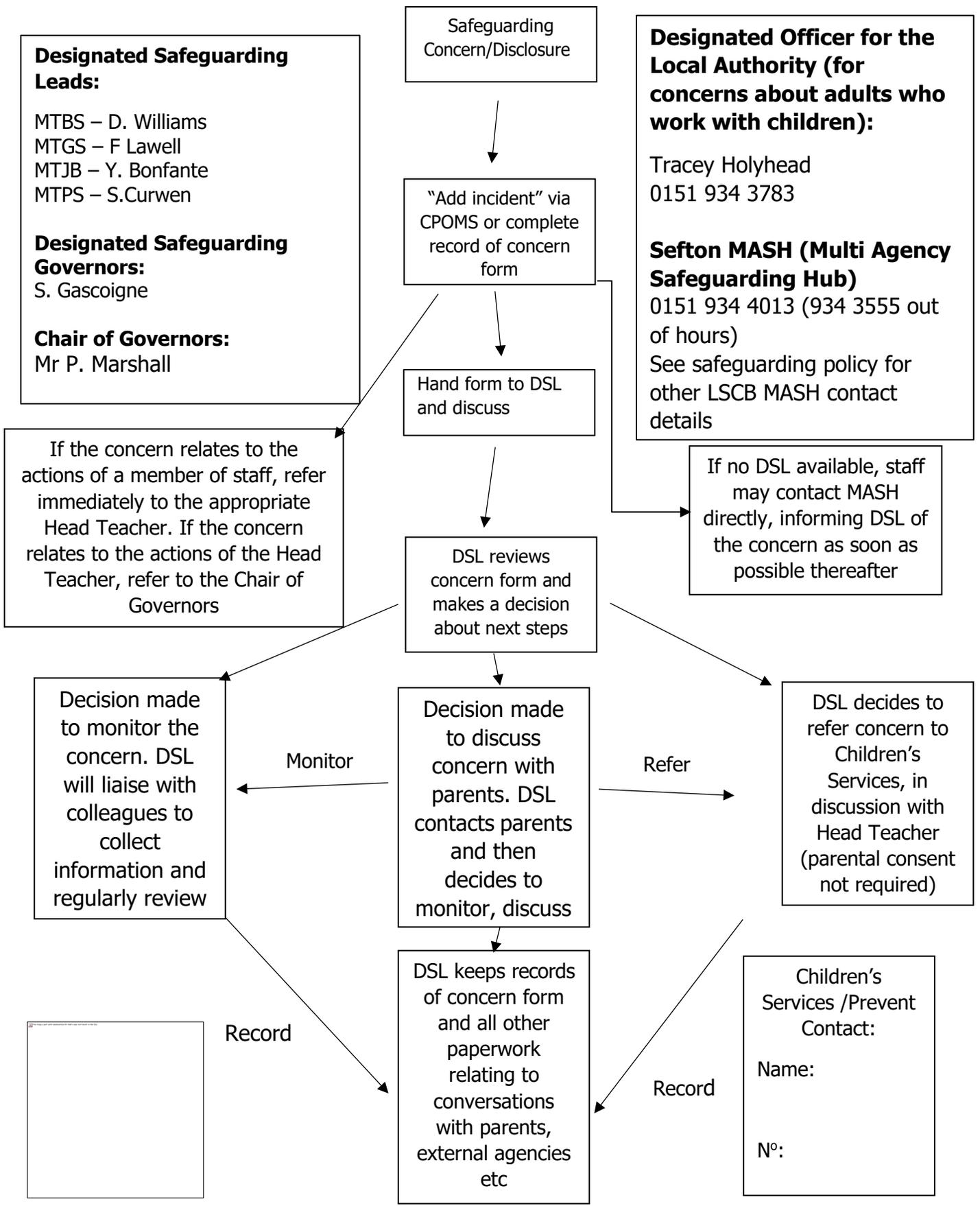
Forced Marriage Unit 020 7008 0151

Police Non-Emergency 101

**NSPCC helpline for concerns about safeguarding practices within the School 0800 028 0285 or
help@nspcc.org.uk**

DfE Coronavirus helpline 0800 046 8687 dfecoronavirushelpline@education.gov.uk

FLOW CHART FOR RAISING A SAFEGUARDING CONCERN ABOUT A PUPIL OF MERCHANT TAYLORS' SCHOOLS



Documentation

The schools pay due regard to the following DfE guidance and other documentation :

- Keeping children safe in education: Statutory guidance for schools and colleges.: DfE – Sept 2020
- KCSIE incorporates the additional statutory guidance Disqualification under the Childcare Act 2006 : Sept 2018
- KCSIE also refers to the non statutory advice for practitioners: What to Do If You're Worried a Child is Being Abused : March 2015
- Working Together to Safeguard Children. A guide to inter-agency working to safeguard and promote the welfare of children. HM Government : July 2018
- Non Statutory Guidance: Coronavirus (COVID-19): safeguarding in schools, colleges and other providers: May 2020
- Sexual Violence and Sexual Harassment between children in schools and colleges: May 2018
- The Right to Choose: Multi Agency Statutory Guidance for dealing with Forced Marriage: June 2014
- Multi Agency Practice Guidelines: Handling cases of forced marriage: June 2014
- Mandatory Reporting of Female Genital Mutilation – procedural Information from Home Office
- Non Statutory Advice: Information sharing: July 2018
- Prevent Duty Guidance: for England and Wales : July 2015
- Prevent is supplemented by non statutory advice and a briefing note:
- The Prevent duty: Departmental advice for schools and childminders: July 2015
- The use of social media for online radicalization: July 2015
- Preventing Youth Violence and Gang Involvement: Home Office
- Criminal Exploitation of Children and Vulnerable Adults – County Lines Guidance. Home Office: September 2018
- Child Protection Procedures – Sefton LSCB <https://seftonlscb.safeguardingpolicies.org.uk/may-2017/procedures-manual>
- Level of Need Guidance: Sefton LSCB – October 2017
- Guidance for Safer Working Practice for Adults who Work with Children & Young People in Educational Settings. Safer Recruitment Consortium – October 2015
- Multi-agency Practice Guidelines: Female Genital Mutilation. HM Government - July 2014
- Government advice on whistleblowing <https://www.gov.uk/whistleblowing>

(Updated September 2020 – to be reviewed after each meeting of the Schools' Safeguarding Group)

Addendum -March 2020

This guidance is to be read alongside the School Child Protection and Safeguarding policy and the Keeping Children Safe in Education 2020 -Statutory guidance for schools and colleges on safeguarding children and safer recruitment.



Merchant Taylors' School

Ambition | Character | Excellence

**COVID-19 school closure arrangements for Safeguarding and Child Protection at
Merchant Taylors' Schools**

School Name: Merchant Taylors' Schools

Policy owner: Deiniol Williams

Date: 16th April 2020

1. Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of Merchant Taylors' Schools Child Protection and Safeguarding Policy contains details of our individual safeguarding arrangements in the following areas:

1. Context
2. Vulnerable Children
3. Children open to Early Help
4. Children not currently known to early Help or Children's Social Care
5. Attendance Monitoring
6. Designated Safeguarding Leads
7. Reporting a concern
8. Safeguarding Training and Induction
9. Safer recruitment/volunteers and movement of staff
10. Online safety in schools and colleges
11. Children and online safety away from school and college
12. Supporting Children not in school
13. Supporting Children in School
14. First Aid-Impact Staff Absence
15. Children who attend or transfer to another setting
16. Peer on Peer Abuse
17. Domestic Abuse - Coronavirus (COVID-19): support for victims of domestic abuse
18. Mental Health
19. Working in Partnership with Merseyside Police
20. Support from LA/Multi Academy Trust
21. Useful Contacts
22. Review of the Policy
23. Further sources of support
24. Extract from Merchant Taylors' Boys' School Remote Learning Expectations

Key contacts

Role	Name	Contact number	Email
Merchant Taylors' Boys' School			
Designated Safeguarding Lead	Deiniol Williams	07982 628620	d.williams@merchanttaylor.com
Deputy Designated Safeguarding Lead	Jonathan Green	0151 928 3308	j.green@merchanttaylor.com
Headteacher	David Wickes	0151 928 3308	d.wickes@merchanttaylor.com
Merchant Taylors' Girls' School			
Designated Safeguarding Lead	Francis Lawell	075849499402	f.lawell@merchanttaylor.com
Deputy Designated Safeguarding Leads	Natalie Houghton Jo Mayne		n.houghton@merchanttaylor.com j.mayne@merchanttaylor.com
Headteacher	Mrs Tao		c.tao@merchanttaylor.com
Merchant Taylors' Primary School			
Designated Safeguarding Lead	Sarah Curwen		s.curwen@merchanttaylor.com
Designated Safeguarding Lead (EYFS)	Elaine Williams		e.williams@merchanttaylor.com
Headteacher (and DDSL)	Elizabeth Lynan		e.lynan@merchanttaylor.com
Merchant Taylors' Junior Boys' School			

Headteacher and DSL	Elizabeth Lynan		e.lynans@merchanttaylor.com
Deputy Head and Designated Safeguarding Lead	Yvette Bonfante		y.bonfante@merchanttaylor.com
Other Key Safeguarding Staff			
Chair of Governors	Mr Philip Marshall		p.marshall@merchanttaylor.com
Safeguarding Governor / Trustee	Mrs Sandi Gascoigne		s.gascoigne@merchanttaylor.com
LA Designated Lead Education Safeguarding	Tracy McKeating	07837863075	Tracy.mckeating@sefton.gov.uk

2. Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

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

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals, in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

Merchant Taylors' Schools will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the Local Authority Virtual School Head (VSH) for looked-after and previously looked-after children. The lead person for this will be the DSL at the appropriate School .

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. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Merchant Taylors' Schools will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, Merchant Taylors' School or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Merchant Taylors' Schools will encourage vulnerable children and young people to attend a school, including remotely if needed.

3. Children currently open to Early Help

Children currently being supported by Early Help will largely not attend school during this period, however, if our school have any specific concerns regarding a child open to Early Help in the first instance schools should discuss any concerns they have with Tracy McKeating LA DSL Education Safeguarding who can be contacted on 07837863075 or at tracy.mckeating@sefton.gov.uk

Support for Early Help can also be accessed from the Family Wellbeing Centres in Sefton. There are 3 currently operating across North, Central and South Sefton.

North Locality	Talbot Street Family Well Being Centre St Andrew Place PR8 1HR	01704 534975
Central Locality	Netherton Family Well Being Centre Magdalen Square, Bootle L30 5QH	0151 282 1405
South Locality	Marie Clark Family Well Being Centre Linacre Lane Bootle L20 5A	0151 330 5260

4. Children not currently known to Early Help or Children's Social Care.

In the event a school has concerns about a child not currently known to either Early Help or CSC a referral can be made into the MASH in the usual way. If a school/professional has concerns about a child that relate specifically to Covid19, at this time CSC would encourage professionals to ring the MASH for a conversation about individual case before completing a referral.

5. Attendance monitoring

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

Merchant Taylors' School and social workers will agree with parents/carers whether children in need should be attending school

Attendance Procedure

- Staff who are on duty at Merchant Taylors' Primary School (where children of key workers and vulnerable children are being accommodated) will take a register each morning
- This information will then be reported to the DfE and La in accordance with their guidelines
- School Staff will contact any pupil that they were expecting to attend, who does not arrive as expected
- In all circumstances where a vulnerable child does not take up their place at school, or discontinues, school will notify the child's social worker

If Merchant Taylors' School has any children in attendance (e.g. because they are vulnerable or their parent(s) / carers are critical workers) we will submit the daily attendance sheet to the DfE by 12 noon - <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

To support the above, Merchant Taylors' School will, when communicating with parents/carers confirm emergency contact numbers are correct and ask for any additional emergency contact numbers preferably one outside of the household where they are available.

6. Designated Safeguarding Lead

DSLs for each of the Merchant Taylors' Schools are shown on pages 3&4.

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case, a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

If a situation occurs whereby there is no DSL available as a school, we will utilise support from a Designated Lead from another Merchant Taylors' School who would be available by phone or video link.

It is important that all Merchant Taylors' School staff and volunteers have access to a trained DSL (or deputy). On each day, the staff on site will be made aware of who that person is and how to contact them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

7. Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the School Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead and Headteacher. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned that an adult working, including volunteering, with children in the school has:

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

they should use a Local authority Designated Officer (LADO) referral form to report the concern to the headteacher. If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher. The referral to LADO must be made within 24 hours of the allegation being made. The LADO in Sefton is Tracey Holyhead and she can be contacted on 0151 934 3783 Mobile: 07814059604

Email: Tracey.Holyhead@sefton.gov.uk

Concerns around the Headteacher should be directed to the Chair of Governors: Mrs Beverley Bell.

Merchant Taylors' School will continue to offer support in the process of managing allegations.

8. Safeguarding Training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 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 miss their refresher training. We will keep our staff updated by accessing information and safeguarding messages from Sefton LSCB website and other sources.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter Merchant Taylors' School, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of the receiving setting's Child Protection Policy and Safeguarding Policy confirmation of local processes and confirmation of DSL arrangements.

9. Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Merchant Taylors' School will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Where Merchant Taylors' School is utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Merchant Taylors' 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. Full details can be found at paragraph 163 of KCSIE.

Merchant Taylors' School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral'.

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Merchant Taylors' School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

10. Online safety in schools and colleges

Merchant Taylors School will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

11. Children and online safety away from school and college

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 and Safeguarding Policy and where appropriate referrals should still be made to Children's Social Care and as required, the Police.

Online teaching and learning should follow the same principles as set out in code of practice issued to all staff before the school closure took effect – the relevant extract from this document is included as an appendix (Paragraph 24) to this addendum.

Merchant Taylors' School will ensure any use of online learning tools and systems are in line with privacy and data protection/GDPR requirements.

School will ensure that parents and carers are aware of the importance of children being safe online. This includes emphasising the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

The following may be of use to parents and carers in ensuring that the children are safe whilst online at home: (add your own if you wish)

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and carers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s/tuition sessions, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred or bland.
- Consider recording the live class so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

12. Supporting children not in school

Merchant Taylors' School is committed to ensuring the safety and wellbeing of all its Children and Young People.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on CPOMS, as should a record of contact/s that have been made.

The communication plans can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Merchant Taylors' School and their DSLs will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

13. Supporting children in school

Merchant Taylors' School is committed to ensuring the safety and wellbeing of all its students.

Merchant Taylors' School will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Merchant Taylors' School will refer to the Government Guidance for Education and Childcare Settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Merchant Taylors' School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS

Where Merchant Taylors' School has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will discuss them immediately with the Local Authority

To help ensure that the risk of virus spread for both staff and children is as low as possible, we will be:

- telling children, parents, carers or any visitors, such as suppliers, not to visit the education or childcare setting if they are displaying any symptoms of coronavirus (COVID-19)
- ensuring class sizes reflect the numbers of teaching staff available and are kept as small as possible
- asking parents not to come on to the premises other than to drop off or collect their child
- asking only those staff members on the rota to come into school
- ensuring all staff and children wash their hands with soap and water frequently, and are encouraged not to touch their face, while using a tissue or elbow to cough or sneeze and using bins for tissue waste.
- increasing cleaning of surfaces in classrooms, including desks and handles, and within toilet blocks and changing rooms, adhering to [guidance on cleaning of non-healthcare settings](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings). This information can be found at <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>

14. First Aid -Impact of Staff Absence

If our school does not have a first aider on site during opening hours, we will inform the Local Authority. As a school we will liaise and link with other schools in the local area to ensure we have first aid support. Advice can be sought from St John Ambulance Service at <https://www.sja.org.uk/get-advice/>

15. Children who attend or transfer to another setting

If children from our school are attending another setting, we will provide the school with any relevant child protection/welfare information. This will include access to a vulnerable child's EHC plan, child in need plan, child protection plan, early help plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible virtual school head is). We will envisage this to happen before a child arrives and, where that is not possible as soon as reasonably practicable."

For looked-after children, changes will be managed by the Local Authority Virtual School Head who has responsibility for the child.

16. Peer on Peer Abuse

Merchant Taylors' School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, Merchant Taylors' School will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The school 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 must be recorded on CPOMS and appropriate referrals made.

Our school will promote the use of Bully Busters. Currently the Service will not be visiting schools to deliver anti bullying sessions, but they will continue to provide advice and guidance to anyone concerned about bullying. They can be contacted by email bbusters@localsolutions.org.uk. The Helpline will remain open: 3-6pm Monday – Friday – 0800 1696928

17. Domestic Abuse - Coronavirus (COVID-19): support for victims of domestic abuse

At our school we acknowledge that the order to stay at home can cause anxiety for those who are experiencing or feel at risk of domestic abuse. Domestic abuse is unacceptable in any situation, no matter what stresses you are under. For anyone who feels they are at risk of abuse, it is important to remember that there is help and support available to you

<https://www.gov.uk/government/publications/coronavirus-covid-19-and-domestic-abuse/coronavirus-covid-19-support-for-victims-of-domestic-abuse>

We will, as a school, contact Sefton Women's and Children Aid (SWACA) to access free confidential support for women, children and young people throughout Sefton who are experiencing domestic abuse. Due to COVID 19 they are offering support via phone and email.

Tel: 0151 922 8606

Text: 07779745594

Email: help@swaca.com

The team is available **Monday, Tuesday & Thursday** 9.30am – 5.00pm

Wednesday 9.30am – 7.00pm **Friday** 9.30am – 3.00pm

18. Mental Health

Merchant Taylors' School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at Merchant Taylors' School need to be aware of this in setting expectations of pupils' work where they are at home.

At Merchant Taylors' School we understand as a school that children and young people and their families will be anxious and this can affect children's emotional health and well-being and their overall mental health. Pupils, staff or parents may email the School Counsellor, Ms Lyndsey Kevan at any time during the remote learning period (l.kevan@merchanttaylors.com) if they have concerns about mental or emotional health of pupils.

The Government has issued guidance for parents and carers in relation to children and young people's mental health and well-being. This can be found at

<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>

19. Merseyside Police

Merchant Taylors' School continues to work in partnership with Merseyside Police. We are committed to publishing information produced by Merseyside Police in relation to COVID 19 to protect and safeguard our school community. We will also be reporting to the Police any information we receive as a school that may involve any criminal activity that is taking place including anti-social behaviour outside of school.

20. Support from the LA/Senior Leadership in School

The Senior Leadership Team will provide support and guidance as appropriate to enable the DSL to carry out their role effectively.

This includes, remotely accessing Child Protection files for the purpose of quality assurance, support, guidance and direction.

The Senior Leadership will also provide regular group and individual supervision sessions. This may take the form of an online meeting.

The LA Designated Lead for Education, Tracy McKeating will provide direct support for Designated Leads across all schools in Sefton.

21 Useful Contacts:

NAME	TELEPHONE NUMBER
Addaction	0707983430995
Bully Busters	0800 169 6928
CAMHS (single point of access)	0151 282 4527
CATCH 22 CE	0151 934 2535
Channel Co-ordinator Claire Wright	0151 777 8328
Children Missing Education Co-ordinator Carole Blundell	0151 934 3181
Virtual Head teacher	0151 934 2226
Education Safeguarding Tracy McKeating	07837863075
Housing Options	0151 934 3541
Independent Domestic Abuse Advisors	0151 934 5142
Local Authority Designated Officer (LADO) Tracey Holyhead	0151 934 3783 Mob: 07814059604
LSCB Administrator Donna Atkinson	0151 934 4706
LSCB Business Manager Deb Hughes	0151 934 4706
Merseyside Police	101/emergency 999
Multi-Agency Safeguarding Hub (MASH)	0151 934 4013/ 4481.
Out of Hours Service	0151 934 3555.
Parenting 2000	01704 380047/0151 932 1163
Rape & Sexual Abuse Centre [RASA] Sefton	0151 558 1801
Sefton Women & Children's Aid (SWACA)	0151 922 8606
SEND Debra Vis	0151 934 2462
VENUS	0151 474 4744

Contacts for children who go to school in Sefton but live in neighbouring Local Authorities

Local Authority	Telephone number	Out of hours
Knowsley MASH	0151 443 2600	0151 443 2600 (same as MASH)
Lancashire Care Connect	0300 123 6720	0300 123 6722
Liverpool Care Line	0151 233 3700	0151 233 3700 (same as Care Line)

21. Review of the Child Protection and Safeguarding Policy

At the present time, things continue to evolve and change daily and in the coming days advice from Central Government may change again. We will continue to keep this Policy under regular review and consult closely with the Local Authority regarding these arrangements to ensure they continue to provide an effective and helpful response for children and families in our school.

22. Further Support

The Department for Education COVID-19 helpline is available to answer questions.

DfE coronavirus helpline

Email: DfE.coronavirushelpline@education.gov.uk

Telephone: 0800 046 8687

Lines are open Monday to Friday from 8am to 6pm and weekends 10am to 4pm.

If you work in a school, please have your unique reference number (URN or UK PRN) available when calling the hotline.

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings>

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

Children's guide to coronavirus which aims to answer children's questions about coronavirus, tell children how to stay safe and protect other people and how to help them make the best of their time at home. This can be found at <https://www.childrenscommissioner.gov.uk/publication/childrens-guide-to-coronavirus/>

Sefton LSCB for the most up-to-date safeguarding information. You can access this at <https://seftonlscb.org.uk/lscb>

23. Appendix – extract from Merchant Taylors' Boys' School Remote Learning Expectations.

Expectations

Distance learning requires teachers and pupils to adapt normal classroom routines to the online world, but the normal high expectations of conduct and behaviour will remain. The following directions must be followed:

- The recording of still images, filmed images or audio of staff or other pupils without permission, and the distribution of such images, is strictly forbidden.
- You must log in to any Office365 programme (including Skype for Business) with your school email and password.
- Making inappropriate, offensive or unkind comments, including through emojis and/or images, will not be tolerated.
- Any visual or audio file shared with others must be appropriate to the learning task.
- Pupils must not interfere with another pupil's work without their permission, whether it is work submitted on a platform or shared work in a collaboration space (such as in OneNote).
- There is an expectation that pupils will engage in online collaborative work when requested by their teacher, work in a respectful and helpful manner, following instructions carefully.
- When submitting academic work, students must adhere to the usual standards of academic honesty and be careful not to plagiarise work, avoiding copying off the internet and submitting as their own assignment work, or submitting work as their own without reference to co-authors if the work was generated collaboratively.
- Pupils are expected to take reasonable steps to complete learning tasks in the timescales set by teachers so as to maintain progress in their studies. Distance learning requires greater self-management of task completion by pupils, given the absence of physical face-to-face teacher pupil contact. Timely communication of expected/experienced delays to work submission, and an openness of both parties to listen and adapt to the dynamic challenges collectively faced, are key to maintaining strong teacher-pupil learning relationships and academic progress.
- Pupils should store their electronic work in an organised fashion – using their My Documents folder on a home computer (which could be ordered by subject), their cloud-based OneDrive (available at www.office.com – and sign in with school credentials) or in the usual way expected by their class teacher (e.g. Class Notebook).

Relating specifically to Skype for Business lesson:

- It is expected that pupils will engage in lessons and tutorials in a manner as similar to regular classroom learning as possible. This includes: being properly dressed in shirt and tie; making sure no music is on in the room; mobile phones are not to be used during the lesson unless directed by the teacher, nor are other functions on computers; pupils should have all their equipment ready before the lesson.
- Behaviour when working as part of an online lesson should be as expected in normal classroom learning: quietly attentive; prepared to ask and answer academic questions; attempt learning tasks in good faith, whatever the challenge; engage respectfully with others when collaborating.
- Recording or taking screenshots in online classes is strictly forbidden.
- You must base yourself in a public room in your house, rather than your bedroom.

Pupils who do not adhere to the above expectations may be removed from the online lesson and will be referred to a senior member of staff who will take appropriate action.

N.B. The full version of this document can be found on the School's Firefly pages by following this link: https://merchanttaylorsschools-my.sharepoint.com/:b:/g/personal/j_andrews_merchanttaylors_com/EV9oqD7iEUJCn4sryDJBvt4BrIAVwzbq20Q3A1cRgq1Oew?e=TuawqB