



**EVERTON**  
**FREE SCHOOL &**  
**Football College**

# Child Protection and Safeguarding Policy and Procedures

<b>Approved by:</b>	Teaching, Learning & Care
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## Contents

1. Aims	3
2. Legislation and Statutory Guidance	3
3. Definitions	3
4. Equality Statement	4
5. Roles and Responsibilities	4
6. Confidentiality	5
7. Recognising Abuse and Taking Action	6
8. Notifying Parents	11
9. Students with Special Educational Needs and Disabilities	11
10. Mobile Phones and Cameras	11
11. Complaints and Concerns about School Safeguarding Policies	12
12. Record-keeping	12
13. Training	12
Appendix 1: Types of Abuse	14
Appendix 2: Safer Recruitment and DBS Checks – Policy and Procedures	15
Appendix 3: Allegations of Abuse Made Against Staff	19
Appendix 4: Specific Safeguarding Issues	23
Appendix 5: Child Protection COVID-19 School Closure Arrangements (March 2020)	<i>Available on request</i>
Appendix 6: Child Protection COVID-19 Arrangements (January 2021)	<i>Available on request</i>
Appendix 7: Covid Outbreak Management Plan (October 2021)	34

## Designated Safeguarding Contacts

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<b>Deputy Designated Safeguarding Lead</b>	Anna Wilcox Maxine Spooner David James <a href="mailto:anna.wilcox@evertonfreeschool.com">anna.wilcox@evertonfreeschool.com</a> <a href="mailto:maxine.spooner@evertonfootballcollege.com">maxine.spooner@evertonfootballcollege.com</a> <a href="mailto:david.james@evertonfootballcollege.com">david.james@evertonfootballcollege.com</a>
<b>Governor for Safeguarding</b>	Inspector John Sacker <a href="mailto:info@evertonfreeschool.com">info@evertonfreeschool.com</a>
<b>Chair of Governors</b>	Sir John Jones <a href="mailto:info@evertonfreeschool.com">info@evertonfreeschool.com</a>

## Local Authority Contacts

Careline Liverpool	0151 233 3700
Sefton	0151 934 3555
Wirral	0151 606 2008
Halton	0151 907 8305
Knowsley	0151 443 2600
PREVENT Officer – Liverpool Local Authority Steph Kelly	07542 228 121 <a href="mailto:stephanie.kelly@liverpool.gov.uk">stephanie.kelly@liverpool.gov.uk</a>
Local Authority Designated Officer (LADO) Ray Said & Pauline Trubshaw	LADO@liverpool.gov.uk
NSPCC	0800 028 0285

## 1. Aims

The school aims to ensure that:

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

## 2. Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(September 2021\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy also based on the following legislation:

- Section 175 of the [Education Act 2011](#), which places a duty on schools and local authorities to safeguard and promote the welfare of students
- [The School Staffing \(England\) Regulations 2009](#), (and [2015 amendment](#)), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safe recruitment techniques
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school
- The [Children Act 2004](#), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- The [Rehabilitation of Offenders Act](#) which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent Duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

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

## 3. Definitions

**Safeguarding and promoting welfare of children** means:

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

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

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

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

**Children** includes everyone under the age of 18.

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

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

#### 4. Equality Statement

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

We give special consideration to children who:

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

#### 5. Roles and Responsibilities

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

##### 5.1 All Staff

All staff receive and understand Part 1 of Keeping Children Safe in Education and review this guidance at least annually.

All staff are aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff Guidance and Conduct policy, the role and identity of the designated safeguarding lead (DSL) and deputy, the behaviour policy, and the safeguarding response to children who go missing from education.
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals internally and to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues. (See appendix 4)

##### 5.2 The Designated Safeguarding Lead

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

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

When the DSL is absent or workload presents numerous cases, Anna Wilcox (Deputy DSL) is also available. Contact: [anna.wilcox@evertonfreeschool.com](mailto:anna.wilcox@evertonfreeschool.com)

If the DSL and deputy are not available, Steven Baker (Principal) will act as cover, for example; during out of hours/out of term activities). Contact: [steven.baker@evertonfreeschool.com](mailto:steven.baker@evertonfreeschool.com)

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

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

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

### 5.3 The Governing Body

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

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

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

All governors will read Keeping Children Safe in Education 2021 and receive safeguarding training.

### 5.4 The Principal

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

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

## 6. Confidentiality

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

- Complete a safeguarding referral form (located in Reception) and inform the DSL
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk

- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information

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

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

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

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

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

## 7. Recognising Abuse and Taking Action

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

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

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

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

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

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

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

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

### 7.2 If a child makes a disclosure to you

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

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions.
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them that they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the referral form and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see section 7.1), and tell the DSL as soon as possible that you have done so

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

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

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

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

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

#### Early Help

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

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

#### Referral

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

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

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

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

#### Initial Review Meeting

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

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

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

- The incident involves an adult

- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any student in the imagery is under 13
- The DSL has reason to believe a student is an immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Principal and other members of staff appropriate, may decide to respond to the incident without involving the police or children's social care.

#### Further review by the DSL

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

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

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

#### Notifying Parents

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

#### Multi-agency Working

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

- Local Authority
- Clinical Commissioning Group
- Merseyside Police

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

#### When to call the Police

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

#### Information sharing:

As required, information sharing is vital in identifying and tackling forms of abuse and neglect between practitioners and local agencies. We should be proactive in sharing information as early as possible about the welfare of students. The Data Protection Act 2018 and the GDPR place duties on us to process personal information fairly and lawfully and for us to keep the information safe and secure. Fears about sharing information must not be allowed to stand in the way of protecting the safety of children as long as we comply with the law, particularly when there are safeguarding issues and/or intelligence about students and families which the police need to know.

## 7.4 Curriculum Coverage

Students are taught about social issues surrounding young people in PSHE and RSE education and in British Values and Business / IT programmes / Health Education.

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

- Healthy intimate relationships
- Respectful behaviour

- Resilience and Responsibility
- Gender Roles, Stereotyping, and Equality and Diversity
- Body confidence and self-esteem
- Prejudiced behaviour
- Changing populations
- Historical changes over time
- Personal identity / backgrounds / ethnicity
- Online safety

### Sexual Violence and Sexual Harassment

Our message at EFS to students is that sexual violence and sexual harassment is **ALWAYS WRONG**.

Sexual violence and harassment can occur between children of any age or sex.

All staff at EFS are advised to maintain an attitude of **'it could happen here'**.

Children who experience sexual violence and harassment are likely to find the experience stressful and disturbing. All reports should be taken seriously and the victim should never be given the impression they are creating a problem, or be made to feel ashamed.

#### Managing a Report:

- Reassurance / calm approach
- Written report / CPOMS record
- Risk assessment
- Manage internally initially
- Early Help
- Referral to Children's Social Care
- Reporting to Police
- Criminal process

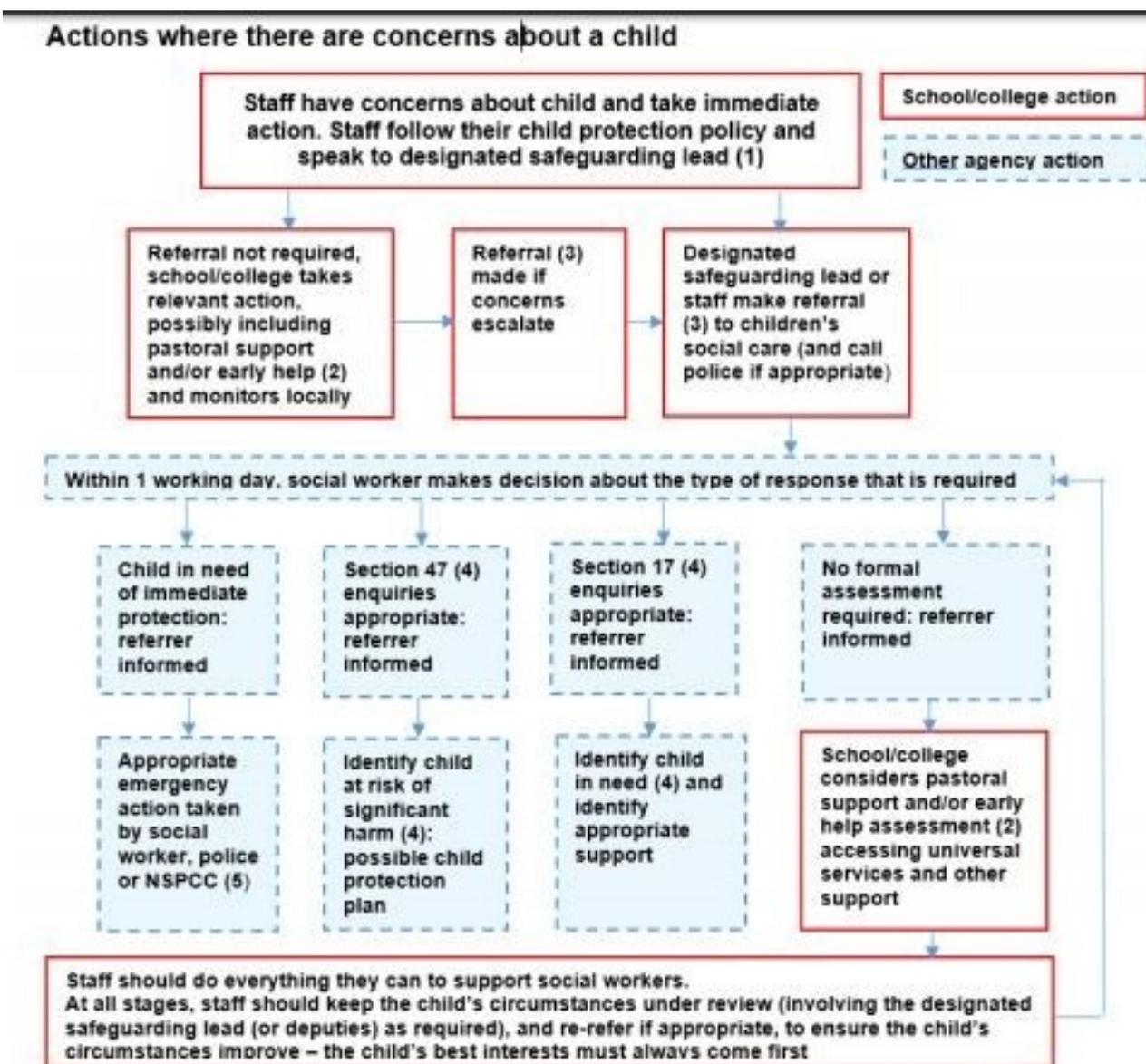
PART 5 of KCSIE 2021 details how Everton Free School should respond to all reports and concerns of a child of child sexual violence and sexual harassment.

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

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

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

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



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

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

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

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

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

## 7.6 Concerns about a staff member or volunteer

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

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

## 8. Notifying Parents

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

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

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

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

## 9. Students with Special Educational Needs and Disabilities

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

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

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

## LAC / Privately Fostered / Adopted Children

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

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

## 10. Mobile Phones and Cameras

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

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

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school. In compliance with school regulations, students hand in their mobile phones during the school day.

## 11. Complaints and Concerns about School Safeguarding Policies

### 11.1 Complaints against Staff

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

### 11.2 Other Complaints

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

### 11.3 Whistle-blowing

Please refer to the school's Whistle Blowing Policy, available in the staff room and on the staff shared drive.

## 12. Record-keeping

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

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

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

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

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

- Records are paper-based or electronic
- Records are held and stored in a secure locked filing cabinet in the DSL's office
- Records are retained until students reach the age of 35, managed by the Deputy DSL

In addition:

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

### 12A

We adopt a sensible procedure which allows us to make appropriate physical contact and depends on the individual circumstance. Staff are advised to consider the risks carefully and recognise the vulnerability of some students with SEND, mental health, and medical conditions. We promote positive and proactive behaviour support, the escalation and restrictive justice to reduce the occurrence of challenging behaviour and need to use reasonable force.

## 13. Training

### 13.1 All Staff

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

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

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

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

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

Staff receive and sign for PART 1 and PART 5 of Keeping Children Safe in Education, September 2021.

### 13.2 The DSL and Deputy DSL

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

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

They will also undertake Prevent awareness training every two years.

### 13.3 Governors

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

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

### 13.4 Recruitment – interview panels

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

### 13.5 Child centric approach

At EFS there is a whole school approach to safeguarding. We are a child centric organisation and operate with the best interests of the child. When there is a safeguarding concern, we ensure the child's wishes and feelings are taken into account when deciding what action to take. We encourage our students to confidently report abuse and give them the confidence to know they can safely express their concerns and views.

### 13.6 Online safety / training

Staff undergo regular updated safeguarding training, including online safety training. We work to the Teachers Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe environment. Topical issues are covered through RSE and Health Education. We adhere to DfE advice for schools about teaching online safety in schools and UKCiS guidance for internet safety. We have e-safety filters and monitoring systems in place.

### 13.7 Use of Reasonable Force

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

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

### 13.8 Information sharing

Schools have clear powers to share/hold and use information to tackle all forms of abuse. In order to meet a child's needs, it is important to recognise the importance of information sharing with children's social care, with safeguarding partners, other organisations and agencies when required.

The Data protection Act 2018, and the UK GDPR places duties on us to process personal information fairly and lawfully to keep the information safe and secure. We remind staff about data protection principles; The Data Protection Act 2018 and UK GDPR do not prevent us sharing information for the purposes of keeping children safe.

## Appendix 1: Types of Abuse

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

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

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

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

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

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

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

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

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

## Appendix 2: Safer Recruitment and DBS Checks – Policy and Procedures

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

### New Staff

When appointing new staff, we use the services of HR at Everton Football Club.

- Verify their identity / Passport / Driving License / Birth Certificate
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months.
- Obtain a separate barred check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK.
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Individuals who have lived or worked outside the UK must undergo the same checks as all other staff. In addition, further checks must be made so that any relevant events or past conduct outside of the UK can be considered via;
  - criminal records checks for overseas applicants / Home Office guidance
  - obtaining a letter of professional standing from within the establishment where the applicant worked outside of the UKIt must be noted that of 01/01/2021, The TRA teacher service system no longer maintains a list of teachers sanctioned in EEA states since the UK's withdrawal from the EU.
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the Secretary of State

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

We will seek 2 references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about suitability of the applicant to work with children.

**Regulated activity** means a person who will be:

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

### Existing Staff

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

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

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

### Agency and Third-Party Staff

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

### Contractors

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

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

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

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

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

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

### Trainee/Student Teachers

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

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

### Volunteers

We will:

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

### Post 16 Education

The Education and Training (Welfare of Children) Act 2002 extends all safeguarding provisions to Post 16 education.

## Governors

Governors will have an enhanced DBS check with children's barred list information if working in regulated activity.

The Chair of Governors will have their DBS check countersigned by the Secretary of State.

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

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

## Staff Working in Other Alternative Provision Settings

Where we place a student in another alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform. We conduct a fully comprehensive quality assurance check on the provider and the provider will include public liability insurance.

## Adults who Supervise Students on Work Experience

When organising work experience, we ensure that policies and procedures are in place to protect children from harm. We conduct a quality assurance check on the employer.

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

## Students staying with Host Families

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

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

All appropriate risk assessments are carried out for trips and exchanges. We operate them on RA1-RA5 system and use external local authority to risk assess overseas trips.

## Checking the Identity and Suitability of Visitors

All visitors will be required to verify their identity to the satisfaction of staff. If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification and complete a screening document, they are also expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as Educational Psychologists and School Improvement Officers, will be asked to show photo ID and:

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

- Red/green lanyards are in place for visitors working with students. Red indicates there is no DBS and the visitor must be accompanied at all times. Green denotes there has been a DBS check and the visitor is able to work with the student and is remotely supervised by a permanent member of staff. The Principal and Deputy Principal will use their professional judgement about the need to escort or supervise visitors on site.

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

#### Use of school for non-school activities

On occasions, school is used for community or extra-curricular activities, e.g. EITC.

Appropriate arrangements are in place to keep all children on site.

We seek assurance/confirmation that safeguarding and child protection policies and procedures are in place. We ensure the safeguarding requirements are included in the agreements as a condition of use of the premises, and there is always a trained DSL and First Aiders on site. Facilities Management control the health and safety aspect of the programme.

## Appendix 3: Allegations of Abuse made Against Staff / Concerns Raised

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

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

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

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

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

### Levels of Allegation / Concern

1. Allegations that meet the harms threshold
2. Allegations that do not meet the harms threshold, i.e. low level concerns

Procedures to deal with the allegations:

- Initial response
- Look after the welfare of the child
- Investigate and support the person (subject to the allegation)
- No further action
- Further enquiries
- Suspension
- Duty of care
- Confidentiality and information sharing
- Allegation outcomes
- Criminal investigation
- Unsubstantiated, unfounded or malicious allegation
- Returning to work
- Resignation / settlement agreement
- Record keeping (including low level concerns)

### Suspension

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

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

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual making it clear that this is not a punishment and parents have been consulted

- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the local authority.

### Definitions for Outcomes of Allegation Investigations

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

### Procedure for Dealing with Allegations

In the event of an allegation that meets the criteria above, the Principal (or Chair of Governors where the Principal is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practically possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as these outlines above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate.
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details. Procedures are in place to inform the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns. There is a legal duty and failure to refer is a criminal offence. In the cases of serious misconduct about a teacher, decisions must be made about a referral to the Secretary of State (including the Teaching regulation Agency).
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate.

- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. Support is available from the HR Department, Westfield Health and via either the NASUWT or NUT.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence).
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.

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

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

### Timescales

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

### Specific Actions

#### **Action following a criminal investigation or prosecution**

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

#### **Conclusion of a case where the allegation is substantiated**

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

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will consider prohibiting the individual from teaching.

#### **Individuals returning to work after suspension**

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

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

### ***Unsubstantiated or malicious allegations***

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

### **Confidentiality**

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

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

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

### **Record-keeping**

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

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

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

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

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

### **References**

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

*Indications that a Staff Member could pose a risk of harm working with children;*

- Behaved in a way that has harmed a child
- Possibly committed a criminal offence
- Behaved towards a child demonstrating a risk of harm
- May not be suitable to work with children

There could be incidents outside of school/college which do not involve children but could have an impact on one's suitability to work with children, e.g. staff member is involved in domestic violence at home, or a staff member is experiencing mental health issues or depression, hardship, etc. We need to be aware of the triggers and monitor the staff member closely and offer refer to HR for investigation and support.

## Supply Agency Staff

Any allegations must be dealt with properly. School, Agency and liaison with the LADO should help to determine a suitable outcome. Agencies should be fully involved and at Everton Free School we have regular updates/meetings with the HR Manager about their staff and progress.

## Learning Lessons

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

This will include consideration of (as applicable):

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

## Appendix 4: Specific Safeguarding Issues

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

Everton Football College also offers young people aged 16-18 academic studies with practical experience and specialist coaching in football in preparation for employment, university or apprenticeships.

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

### Allegations of abuse made against other students

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

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

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

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

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

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate refer to our Educational Psychologist, Cathy Atkinson.

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

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate students about appropriate behaviour and consent
- Ensuring students know they can talk to form tutors/staff confidentially
- Ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

### Child Abduction and Community Safety Incidents

Child abduction can be committed by parents/family members and by strangers.

Community safety incidents occur outside the home. As children get older and become more independent, it is important that they are given advice on how to keep themselves safe.

At EFS, we build on children's confidence and abilities, and teach them resilience and responsibility.

### Children and the Court System

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

### Child In Need (CIN) and Child Protection (CP) Plans

Children who are CIN/CP are potentially at greater risk of harm and there is social worker involvement due to safeguarding or welfare needs. Where children have a social worker, there needs to be regular dialogue and communication with the social worker about the child if there are concerns about unauthorised absence or missing education or lack of progress. Attendance at CIN/CP meetings is vital to update the social worker about the educational achievement and outcomes and progress of the young person. If for any reason the child needs to be excluded, the social worker should be informed in advance.

### Children with Family Members in Prison

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

### County Lines

Is where gangs and organised criminals move drugs into different areas, using dedicated mobile phones. It often involves using young people to move, store drugs and money. Young people can easily become trapped in this type of exploitation. One way of identifying potential involvement are missing episodes from school and home. Offenders will use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children are increasingly being targeted and recruited online

using social media. Some students are found in accommodation called “trap houses” where there is drug activity. Staff are encouraged to listen to off the record conversations and report information to the DSL’s and/or Merseyside Police Intelligence.

### Child Criminal Exploitation

This is a geographically widespread form of harm often associated with drug networks and gangs. The key to identifying potential involvement is missing episodes and violent outbursts. Staff should ‘listen’ to off the record conversations and report information to Merseyside Police. Abuse can be perpetrated by individuals or groups. The abuse can be a one-off occurrence or a series of incidents and accompanied by threats of violence. Victims can be exploited physically or online. All CCE should be reported to Merseyside Police.

### Child Sexual Exploitation

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

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

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

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

Indicators of sexual exploitation can include a child:

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

### Child on Child Sexual Violence and Sexual Harassment

Reports of sexual violence and sexual harassment require a calm, considered and appropriate response. Decisions will be made on a case-by-case basis often supported by children’s social care and the police. The victim should feel supported and not be made to feel ashamed for making a report. Where there is a report of sexual violence, there should be an immediate risk and needs assessment, regarding the victim, the alleged perpetrator and any other student involvement. The victim’s wishes need to be taken in to consideration and how the investigation is to continue.

- 1) Manage internally
- 2) Early Help

- 3) Referral to Children's Social Care
- 4) Reporting to the Police

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

Other support can be made to CAMHS Rape Crisis Centres, Internet Watch Foundation. A victim of sexual violence is likely to be traumatised and will struggle in normal school environment. It is often the case the victim and the perpetrator are in the same school or in the same class, this can obviously prevent difficulties and complex students for us as a school to safeguard and educate the students. As always, the best interests of the student should come first, and we consider how best to keep the victim and perpetrator at a reasonable distance. Advice should be taken from Children's Social Care, specialist sexual violence services and the Police. Our school-based Police Officer is PC Paul Wood.

### Cybercrime

Cybercrime is a criminal activity using computers and/or the internet. Cyber enabled crimes happen offline but are enabled at scale and speed online, and cyber dependent crimes use a computer.

Cybercrime includes:

- "Hacking" e.g. accessing a school network for confidential information
- "Booting" overwhelming a network or website with internet traffic
- Malicious software/viruses to commit offences

Children can stray inadvertently or deliberately in cyber-dependent crime.

Our school system is covered by our E-Safety Forensic Monitoring System with weekly reports to the DSL.

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

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

Young people can also experience domestic abuse within their own immediate relationships. This form of peer-on-peer abuse is sometimes referred to as 'teenage relationship abuse'.

The National Domestic Abuse helpline is [0808 2000 247](tel:08082000247).

### Female Genital Mutilation (FGM)

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

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

Indicators that FGM has already occurred include:

- A student confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/student already being known to social services in relation to other safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)

- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

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

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

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

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

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

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

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

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

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

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

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

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

### Forced Marriage

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

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

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

The DSL will:

- Speak to the student about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on [020 7008 0151](tel:02070080151) or [fm@fco.gov.uk](mailto:fm@fco.gov.uk)
- Refer the student to an education welfare officer, pastoral tutor, learning mentor or school counsellor, as appropriate.

Forced Marriage is a crime in England and Wales. This sometimes comes with violence, threats and coercion. Threats can be physical and emotional or psychological. Some perpetrators use perceived cultural practices to coerce a young person into marriage. We should contact the Forced Marriage Unit on [020 7008 0151](tel:02070080151) if we have concerns.

### Homelessness

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

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

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

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

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

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

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

## Mental Health

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however are well placed to observe and report a mental health problem or concern. At Everton Free School, we promote positive Health, Wellbeing and Resilience among young people - this forms part of our Mission Statement. Safeguarding referrals go to the School Nurse, Viki Spambo, and are escalated to Cathy Atkinson, our Educational Psychologist. All staff, including supply staff, are informed about the referral process during safeguarding training. Staff should be aware that mental health problems can in some cases be an indicator that a child is at risk or suffering neglect or exploitation, or abuse and traumatic adverse childhood experiences. Such experiences can impact on their mental health, behaviour and education. Staff must alert DSL's to extreme behaviours, prolonged absence or disclosures of any kind.

At EFS, we promote resilience as one of our 3 R's as part of an integrated approach to social and emotional wellbeing along with Respect and Responsibility.

Staff have recently been trained in Attachment, Trauma and Mental Health (ATMN) by Chester University professionals and going forward, can undertake further training modules in this area to complete a qualification. This enhances our whole-school approach to mental health and wellbeing, focusing on:

- Social Media
- Forming positive relationships
- Smoking, drugs and alcohol
- Bereavement and loss
- Anxiety and stress
- Trauma

## Modern Slavery, trafficking or exploitation

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

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

## Missing from Education

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

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

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

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

- Immediately call the police on 101

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

### Online Safety

It is essential that children are safeguarded from potentially harmful or inappropriate online material. At EFS, we ensure there are appropriate filters in place and engage the services of 'E-safe' who monitor the systems in place. 'E-safe' send us weekly reports and share a forensic monitoring of daily use. Students are also taught about safeguarding and online safety through ICT, PHSE and RSE education. There is a remote/online and home learning arrangement shared with students and parents/carers.

**Content** – being exposed to illegal, harmful content e.g. pornography, racism, self-harm, suicide, radicalisation and extremism.

**Contact** – being involved in harmful online interaction with others, e.g. peer to peer pressure, adults posing as children to groom or exploit young people.

**Conduct** – online behaviour that causes harm, e.g. making, sending and receiving explicit images, such as consensual or non-consensual sharing of nudes/semi-nude images.

**Commerce** – risks such as online gambling, phishing or financial scams.

Mobile phones are banned from use within the classroom and removed at point of entry.

### Remote Learning

Where students are being asked to learn online at home, the same monitoring system applies to students and equipment provided by the school. Remote learning agreements are in place which are assigned by students prior to learning online.

### Operation Encompass

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

### Preventing Radicalisation

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

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

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

We will ensure that suitable internet filtering is in place and equip our students to stay safe online in school and at home through our E-Safe forensic monitoring.

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

## Prevent Duty

Everton Free School must have due regard for the need to prevent young people and staff from being drawn into terrorism. This is a duty under section 26 of the Counter-Terrorism and Security Act 2015. NASUWT Guidance for Teachers is available upon request.

## Channel

Channel is a voluntary, confidential support programme focusing on support at an early stage to young people who are identified as being vulnerable and drawn into terrorism. Prevent referrals may be passed to a multi-agency channel panel to consider the appropriate support or action to be taken and school will be contacted. Staff will be alert to changes in student's behaviour.

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

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on social media
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

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

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

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

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

### ***If you have concerns about extremism / terrorism***

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

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

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

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

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

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

### Peer-on-Peer / Child-on-Child Abuse

Children can abuse other children. It can include abuse within intimate partner relationships, so called boyfriend/girlfriend relationships, bullying in all its forms, physical abuse, sexting and initiation/hazing type of violence and rituals, sexual violence such as rape and sexual harassment. Obviously at EFS bullying, racism and safeguarding logs are to be completed and acted upon immediately. Abuse can happen both inside and outside of school or online. Downplaying certain behaviours for example dismissing sexual harassment as 'just messing' or 'boys being boys' can lead to a culture of unacceptable behaviours, an unsafe environment and in some cases a culture that normalises abuse, yet it is essential that we understand the importance of challenging inappropriate behaviours between peers in a co-ordinated way.

### Sexting

#### ***Your responsibilities when responding to an incident***

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately. Children need to know it is illegal to share nude and semi-nude images and videos.

You must **not**:

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

You should explain that you need to report the incident and reassure the student(s) that they will receive support and help from the DSL and advice/guidance from Merseyside Police.

### Serious Violence

Staff should be alert to children who are involved with serious violent crime. This may include increased absence from school, significant decline in performance, signs of self-harm, significant changes in well-being, signs of assault/injuries, unexplained gifts/new possessions.

### Social Care Assessments

Concerns about a child's welfare should be referred to Local Authority Children's Social Care and/or the Police. It is important at Everton Free School that we provide as much information as possible as part of

the referral process. Local Authorities have a duty to make enquiries under section 47 of the Children's Act if they suspect a child is suffering. It is important to prevent issues escalating and to promote children's welfare.

Our categories at EFS are:

- 1) Universal child protection
- 2) EFS cause for concern
- 3) EHAT
- 4) CiN / CP

### Upskirting

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

## Appendix 7 - COVID Outbreak Management Plan

The Government has made it a national priority that education and childcare settings should continue to operate as normally possible during the COVID-19 pandemic. There is emphasis on the serious impacts of having missed education during the pandemic for young people. The Government's guiding principle is that 'in all cases, any benefits in managing transmissions should be weighed against any educational drawbacks.' The overarching objective is to maximise the number of children and young people in face-to-face education and minimise any disruption, in a way that best manages the COVID-19 risk.

The DfE's published COVID Contingency Framework state that schools should have an "outbreak management plan", outlining how they would operate if any of the measures described in the guidance were recommended for their setting or area. Measures affecting education and childcare may be necessary in some circumstances, for example:

- to help manage a COVID-19 outbreak within a setting
- if there is extremely high prevalence of COVID-19 in the community and other measures have failed to reduce transmission
- as part of a package of measures responding to a Variant of Concern (VoC)

In these cases, the Guidance also states that Councils, Directors of Public Health and Public Health England Health Protection Teams can recommend certain measures for individual schools or clusters of settings. If there is a need to address more widespread issues across an area, "ministers will take decisions on an area-by-area basis". This plan should be read alongside the latest guidance for education settings operating during COVID (this is not an exhaustive list and these documents change frequently so the reader should check they have the most up to date guidance).

- Contingency framework: education and childcare settings  
<https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-childcare-settings/contingency-framework-education-and-childcare-settings>
- School Covid-19 operational guidance  
<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirusoutbreak/schools-covid-19-operational-guidance>
- Actions for schools during COVID-19 outbreak  
<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>
- Statutory measures for holiday and after-school clubs, and other out-of-school settings during the COVID-19 pandemic  
<https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak>
- Additional guidance for SEND and specialist settings  
<https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/send-and-specialist-settings-additional-covid-19-operational-guidance-applies-after-step-4>
- Summer schools programme guidance  
<https://www.gov.uk/government/publications/summer-schools-programme/summer-schools-guidance>

The Operational guidance sets out the measures that all education settings should have in place to manage transmission of COVID-19 day to day. For most settings, it will make sense to think about taking extra action if the number of positive cases substantially increases. This is because it could indicate transmission is happening in the setting. The thresholds, detailed below, will be used as an indication for when to seek Public Health advice:

- 2 children, pupils, students and staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period

## Scenario 1 – Single Confirmed COVID Case

If there is one case identified in school the following steps will be taken in line with the latest guidance:

- Students will be advised to maintain the regime of hand cleaning and the 'catch it, bin it, kill it' protocol.
- The School will, as always, be regularly cleaned especially high contact areas.
- Occupied spaces will be kept well-ventilated whilst balancing this with a comfortable temperature for teachers and students.
- Students are advised not to come into School if they have had a positive test results or if there are other reasons requiring them to stay at home due to risk of them passing on COVID-19 (for example, they are required to quarantine).
- If a case is confirmed via on-site asymptomatic testing, the School will enter the result on the NHS Test and Trace website and log the result in their own records. They will then telephone parents/carers and discreetly advise the student of the result.
- The confirmed case will remain isolated until they can return home to isolate.
- Close contacts will now be identified via NHS Test and Trace. Schools will no longer be expected to undertake contact tracing.
- If the case is confirmed via a home test, the result will be recorded on the NHS Test and Trace site.
- The individual will isolate immediately and should order a confirmatory PCR test as soon as possible.
- The child/family will be contacted by NHS with the test result. If it is positive, the individual must continue to self-isolate.
- The child/family should inform the School of the positive PCR result.
- NHS Test and Trace contact tracers will then contact those who test positive – or their parent or legal guardian if they are under 18 years – to identify close contacts. NHS Test and Trace will ask a series of questions to help identify any close contacts.
- From 16<sup>th</sup> August, close contacts who are fully vaccinated or those under 18 will not need to self-isolate.
- Instead, the School will ask anyone identified as a close contact to book a PCR test.
- Individuals identified as close contacts will not need to self-isolate while they are awaiting the results of their test.
- If the PCR results is positive, the individual must isolate, and NHS Test and Trace will work with them to identify their own close contacts.
- High quality remote learning will be implemented for those with a positive PCR test but who do not feel unwell. This may be online lessons or blended learning. Students will also be encouraged to participate in extra-curricular activities.
- Students will also be supported with regular contact from key workers, care staff and therapists and liaison with parents/carers.
- The School's Covid Risk Assessment will be evaluated in light of any learning from the new case.

## Scenario 2 – Outbreak Within Setting

The definition of an outbreak: Two or more test-confirmed cases of COVID-19 amongst individuals associated with a specific setting with illness onset dates within 14 days, and one of the following:

- Identified direct exposure between at least 2 of the test-confirmed cases in that setting (for example under one meter face-to-face, or spending more than 15 minutes within 2 metres) during the infectious period of one of the cases.
- When there is no sustained local community transmission – absence of an alternative source of infection outside the setting for the initially identified cases.

An outbreak is deemed to last 28 days from the last positive diagnosis.

The best way to avoid an outbreak is to ensure preventative measures are in place. Within the School the following are in place:

- A risk assessment that reflects the current Government Guidance
- Hand sanitiser and soap is freely available
- Regular hand washing will be encouraged

- Lateral Flow tests are available for staff (home testing 3-5 days apart) and secondary students (initially two tests in school and then home testing 3-5 days apart).
- Face coverings are used on transport and in school vehicles
- All rooms are cleaned daily
- Staff are asked to ventilate rooms by opening doors and windows
- Anti-bacterial wipes are provided for wiping down areas and equipment between usage

The School may be contacted in exceptional cases to help with identifying close contacts where there is a local outbreak, as currently happens in managing other infectious diseases. If the School is contacted or if the School notes that we seem to have met the threshold for an outbreak within the setting, the School will:

- Liaise with, or contact the Local Health Protection Team if we have not been contacted, and pass on the relevant information.
- In collaboration with Public Health, a decision will be made as to whether School can remain open and if so who should remain in School.
- The School will risk-assess the workforce required on-site and assess whether it is appropriate for some staff to work remotely and will prioritise clinically vulnerable employees.
- The School will be ready to limit, transfer online or cease:
  - Residential educational visits
  - Open days
  - Transition after taster days
  - Parent / carer attendance in settings
  - Performances
  - Visitors
- DfE and LA will be informed if the School is to close.
- There will be increased and clear communication with the School community.
- At the request of Public Health, on-site testing will be reinstated.
- High quality remote learning will be implemented for those with a positive PCR test but who do not feel unwell. This may be online lessons or blended learning. Students will also be encouraged to participate in extracurricular activities.
- Vulnerable students will be supported with regular mental health checks and liaison with parents/guardians.
  - All students have been trained in the use of remote platforms
- All classrooms are equipped with cameras and smart boards, through which students can access live lessons and other school activities, during lockdown or in instances of required self-isolation.
- External visits to the School will be limited or cease until it is deemed safe to resume normal activity.
- The School's COVID Risk Assessment will be evaluated in light of any learning from new cases.

### Scenario 3 – The setting is affected by a package of Local or National Measures

The COVID situation is ever changing as are the directed responses. The School will ensure that it implements any Local or National restrictions and guidance. The School will work in collaboration with all stakeholders to limit the impact on educational delivery as well as mental health and well-being. This will include working with the following:

- Parents/Carers
- Students
- Public Health
- Local Authority
- Social Care
- DfE

The following plans are in place to support the continued delivery of education under local or national measures:

- All students have been trained in the use of Zoom and Teams
- All staff, students and parents/carers have access to step-by-step instruction and guides to use of remote access, Zoom and Teams

- All classrooms are equipped with cameras and smart boards, through which students can access live lessons and other School activities, during lockdown or in instances of required self-isolation.
- **Staff:** The School will risk assess the workforce required on-site and assess if it is appropriate for some staff to work remotely; clinically vulnerable employees will be prioritised.
- **LFTS:** The School ensures that it remains well stocked with LFTs and PPE in case there is a requirement to increase home or on-site testing.
- **Face Coverings:** Should face coverings be recommended, schools will amend their RA in line with the cohort of students they have. Face Coverings will be kept in stock in School in case measures change.
- **Shielding:** Should shielding be introduced, those on the shielded patient list will be supported to follow guidance. If this is a student, then the remote learning plan would be implemented. Shielding staff will be supported to work from home and measures put in place to support their well-being.
- **Attendance Restrictions:** If some attendance restrictions are needed, all vulnerable children and young people should still be allowed to attend. If attendance is restricted further, vulnerable children and young people will be assessed. Covid plans will be reinstated in SID.
- **EHCPs:** Where students have EHCPs and cannot attend School, a risk assessment will be undertaken to assess if they should remain in School.
- **IT Access:**
  - All students not in school will have access to a laptop/PC or similar device.
- **Safeguarding:**
  - We will have either the DSL, or Deputy DSL, on-site during a general school closure; if this is not possible a Senior Leader will take on the responsibility for co-ordinating safeguarding.
  - Well-being video calls, phone calls and emails will be made regularly (in line with individual risk assessments) to ensure that students are safe and well at home. Part of the well-being calls will be to monitor access to the remote learning so that support can be given as required.
  - All students are briefed on the remote learning protocols, such as wearing appropriate clothing in an appropriate setting, not taking or recording images, keeping cameras on and engaging with online lessons and parents/carers not being on screen/earshot of video calls.
  - Any virtual lesson, meeting or 1:1 where staff are alone with a student will follow protocols.
  - All students are taught through PSHE, IT and RSE, about the dangers of online activity including excessive use of IT, cyberbullying, sharing inappropriate words or images.
  - All students are guided on how to maintain good mental health and well-being through exercise, healthy social and familial interactions, good sleep routines, healthy eating and more.

### In Summary

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

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

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

Our approach is child centric and co-ordinated .

### Links with other Policies

This policy links to the following policies and procedures:

- Anti-bullying/racism
- Attendance
- Behaviour for Learning
- Complaints
- Curriculum
- Equality and Diversity
- E-Safety
- First Aid
- Health and Safety
- IT acceptable use (commissioning form)
- Positive Mental Health Policy
- Preventing Bullying
- Relationships and Sex Education / PSHE
- Staff Conduct
- Whistle Blowing

*This policy is reviewed annually by DSL & Deputy Principal, Claire Lamontagne and Deputy DSL, Anna Wilcox. It is presented to Teaching, Learning and Care Committee annually.*