

Liverpool College

Safeguarding and Child Protection Policy



Mission Statement

Liverpool College values the dignity of each individual and promotes the development of character and learning through a commitment to high standards within a caring community

Core Values

***We recognise** that all pupils have different talents and strive to ensure that every pupil has an equal opportunity to find and develop the talents they do possess*


***We believe** that the development of character, creativity intellect and spirituality, are the primary aims of education.*

***We work** together to create a happy and caring college community which is engaged in our local community and the wider world*

***We pursue** high standards in every area of college life*

This is a whole college policy and applies to the Pre Preparatory, Preparatory and Senior School as well as the Boarding Halls and the Breakfast Club, Wraparound, after school clubs and the Young Explorers Holiday Club.



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| Approved | 7 th December 2017 |
| Review Date | 7 th December 2018 |
| Principal |  Mr H vM Broekman |

Liverpool College Safeguarding and Child Protection Policy

This policy provides guidance to all adults working within Liverpool College whether paid, voluntary or directly employed by the College or a third party and sets out key advice and guidance to ensure that practice meets local and national recommendations and promotes the safeguarding of all children. The College ensures that all extended school activities adhere to its policies and practice including risk assessing activities.

Child Protection Statement:

At Liverpool College we provide education and child care for children aged 3-19 and we are committed to safeguarding children and promoting children's welfare and expect all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Through our day to day contact with pupils and families, all adults working within the College have a crucial role to play in noticing indicators of possible abuse or neglect and by reporting anything that might suggest a child is being abused or neglected without delay. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The College seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.' (DFE 2016)

Definitions

A child includes anyone under the age of 18.

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

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

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. *Keeping Children Safe in Education* (DfE 2016)

Aims

To ensure responsibilities and procedures are fully understood and that everyone can recognise signs and indicators of abuse or neglect and respond to them appropriately.

To ensure that the College's practice meets local and national guidance.

Key Principles

- The child's needs and welfare are paramount. All children have a right to be protected from abuse and neglect and have their welfare safeguarded.
- Children should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the interests of the child in order to protect them.
- The College recognises that scrutiny, challenge and supervision are key to safeguarding children.
- The College is committed to working with other agencies to provide early help for children before they become at risk of harm or require a 'child in need' statutory assessment. 'Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.' (DfE 2016)
- All staff have equal responsibility to report their concerns about a child or the behaviour of any adult **without delay** to the Designated Safeguarding Lead. Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, **any** staff member can refer their concerns to children's social care directly in emergencies or if they feel they need to do so. (Liverpool Careline 0151 233 3700)
- 'All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.' (DfE 2016)
- 'All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.' (DfE 2016)
- Everyone has responsibility to escalate their concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. 'Concerns about a child should always lead to help for a child at some point.' (DfE 2016)
- The College understands its responsibility to request a statutory assessment lead by a social worker for any child in need, as defined under the Children Act 1989, who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services.
- Keeping Children Safe in Education (DfE 2016) reminds us that all staff should maintain an attitude of "it could happen here" where safeguarding is concerned.
- The College will work in partnership with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child in order to safeguard them. 'Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.' Working Together to Safeguard Children (DfE 2016)
- The College will work with other agencies to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.
- The College will follow the Local Authority and Liverpool Children's Safeguarding Board's procedures and provide them with information as required. (www.liverpoolscb.org)
- Staff, children and families will need support following child protection processes being followed.
- Children have a right to learn ways to keep themselves safe from harm and exploitation.

Legislation and Guidance

This child protection policy should be read alongside the DfE statutory guidance 'Keeping Children Safe in Education (DfE 2016) and all staff must read Part 1 of this guidance and Annex A

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

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

Section 175 of the Education Act 2002 places a duty on local to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to Academies under section 157 of the same Act.

Working Together to Safeguard Children (DfE 2016) provides additional guidance and clearly states that: 'Protecting children from harm and promoting their welfare depends upon a shared responsibility and effective joint working between different agencies'

In addition, *Working Together* also reinforces the need to take action to provide Early Help before child protection is required: 'Providing Early Help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.' DfE 2016

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

The Counter-Terrorism and Security Act 2015 places a duty upon local authorities and educational providers to 'have due regard to the need to prevent people from being drawn into terrorism'. The DfE has provided statutory guidance for schools and child care providers: '**The Prevent Duty**' (June 2015). The guidance summarises the requirements on schools and child care providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. Our College will ensure that staff are aware of the indicators of extremism and radicalisation and how to respond in keeping with local and national guidance. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral via Children's Services to the Channel programme. Equally children will be made aware of the risks and support available to them. We will ensure that children are safe from terrorist and extremist material when accessing the internet in schools. The Government has developed an 'educate against hate' website providing information and resources for schools and parents to support them to recognise and address extremism and radicalisation in young people.

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

what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at:

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the College’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.’ DFE 2016

The College will also consult the government guidance **Multi-agency statutory guidance on female genital mutilation (revised 2016)**. In addition, the College recognises the important role schools have in safeguarding children from Forced Marriage. (The Forced Marriage Unit has published **Multi-agency guidelines**, with pages 32-36 focusing on the role of schools and colleges. College staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmv@fco.gov.uk, DFE 2016).

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

The Teaching Standards (DfE 2012) also requires all teachers to ‘uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, including:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
- having regard for the need to safeguard pupils’ well-being
- showing tolerance of and respect for the rights of others.

In addition, the Sexual Offences Act 2003 makes it clear that all members of staff are in a position of trust and would therefore be committing a criminal offence to have a sexual relationship with a young person below the age of 18, even if that pupil is over the age of consent. In addition it would be a breach of trust to have a relationship with any college student over the age of 18. In the final year a student remains on roll until 31st August and therefore the conditions would apply up until this time.

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

- Criminal Exploitation of children and vulnerable adults: County Lines Guidance (DFE, 2017)
- Working Together to Safeguard Children (DFE, 2015)
- What to do if you are worried a child is being abused 2015- Advice for practitioners DFE 2015
- The Prevent Duty - Departmental advice for schools and childcare providers DFE 2015
- How social media is used to encourage travel to Syria and Iraq (DFE Briefing note for schools)
- Disqualification under the Childcare Act 2006
- The Ofsted School Inspection Handbook and Ofsted guidance: Inspecting safeguarding in early years, education and skills
- Other DFE statutory guidance including: attendance and children who go missing from home or care which is found here <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

Statement Provided to Parents to set out the College's Responsibilities

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

Liverpool College also has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. Schools are not able to investigate concerns but have a legal duty to refer them. In most instances the College will be able to inform the parents/carers of its need to make a referral. However, sometimes the College is advised by children's services or police that the parent/carers cannot be informed whilst they investigate the matter. We understand the anxiety parents/carers feel when they are not told about any concerns from the outset. The College follows legislation that aims to act in the interests of the child.

Liverpool College always seek to work in partnership with parents and other agencies to ensure the best possible outcomes for the child and family.

Safeguarding Framework

This Safeguarding and Child Protection Policy is part of the Liverpool College's safeguarding framework which includes the procedures or policies listed under related policies.

Roles and Responsibilities

The Principal is: **Mr Hans Broekman**

The Chair of Governors is: **Mrs Monica Mason**

The Designated Safeguarding Lead for Child Protection is: **Mr Hans Broekman**

The College has a Designated Safeguarding Lead for Child Protection in each section:

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| Senior School | Karen Duffy |
| Preparatory School | Anne Pease, Head of Preparatory |
| Pre – Preparatory School | Gail Gannon, Head of Pre Preparatory |
| Boarding Halls | Maureen Nolan, Head of Boarding |
| EYFS | Gail Gannon |
| After School Club | Gail Gannon |
| Wraparound | Gail Gannon |
| Safeguarding Assistant | Kate Scott |

The nominated Safeguarding/Child Protection Governor is: **Dr Hilary Eccles**

The nominated governor for dealing with allegations against the Principal is: **Mrs Monica Mason**

The Governing Body

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

- Ensuring Liverpool College is a safe environment where the views of children and families are listened to and where children are taught about safeguarding and how to keep themselves safe, including on the internet or when using new technology. Any complaints about services lead to improvements in practice.
- Ensuring the College meets the statutory responsibilities set out in *Keeping Children Safe in Education* (DfE 2016) and *Working Together to Safeguard Children* (DfE 2015).
- Ensuring the College has a strategy for providing early help together with other agencies and supporting children and families by carrying out early help assessments, drawing upon the LSCB's Levels of Need Framework.
- Reviewing the Child Protection Policy annually making it available to parents via the website.
- Ensuring all adults working within the College are aware of the college's code of conduct and this guidance is in keeping with *Safer Working Practices for Adults Working with Children* (DCSF 2015)
- Reviewing College practice in line with LA guidance, Liverpool Children's Safeguarding Board priorities, completing any actions identified in the Local Authority 175 Audit.
- Ensuring a member of the college leadership team is named Designated Safeguarding Lead. The nominated Safeguarding/Child Protection Governor liaises with the Designated Safeguarding Lead.
- Ensuring the College has procedures in keeping with the LSCB for dealing with any allegations made against any adult working within the college. The chair is the case manager for managing any allegations against the Principal.
- Ensuring the College follows safer recruitment procedures, including the statutory pre-employment checks on all staff working with young people. The Chair of Governors and Safeguarding/Child Protection governor together with the Principal regularly review the college's single central record.
- Scrutinising the impact of the college's training strategy so that all staff, including temporary staff and volunteers, are aware of the college's child protection procedures. All staff and Governors receive regularly updated child protection training.
- Analysing safeguarding data including bullying, attendance, exclusions, behaviour logs and the progress and participation of vulnerable students.
- Ensuring all safeguarding practices are reviewed by the leadership team, including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team.
- The school will ensure there are appropriate filters and monitoring systems in place in respect of internet use.
- The governing body will appoint an appropriately trained designated teacher to promote the educational achievement of children who are looked after.

The Principal

The Principal ensures that:

- The Single Central Record is maintained and up-to-date and the safer recruitment practices set out in *Keeping Children Safe 2016* are followed, including pre-employment checks. At least one member of every recruitment panel will have attended safer recruitment training.

- Job descriptions and person specifications for all roles make specific reference to child protection and safeguarding.
- A listening culture exists within the college so both staff and children are able to raise concerns about poor or unsafe practices.
- Referrals are made to the Disclosure and Barring Service and/or the National College of School Leadership as appropriate.
- The Local Authority Designated Officer is informed should an allegation be made against a member of staff.
- The Designated Safeguarding Lead has a job description in keeping with the requirements of Keeping Children Safe in Education 2015 and that sufficient time, training and support are allocated to this role, including the appointment of colleagues able to deputise for the Designated Safeguarding Lead.
- The curriculum provides opportunities to help students stay safe and children are aware of the support available to them.
- The College's child protection practices, including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team, are monitored to ensure that actions and decisions are reviewed appropriately.
- The Principal will be the case manager for any allegations against staff and make referrals to the Disclosure and Barring Service or National College of School Leadership

Designated Safeguarding Lead

Managing referrals

- Refers all cases of suspected abuse to the LA children's social care and:
 - The designated officer(s) for child protection concerned in all cases which concern a staff member
 - The Disclosure and Barring Service in cases where a person is dismissed or left due to risk/harm to a child)
 - The Police in cases where a crime may have been committed.
- Liaises with the Principal to inform him or her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations.
- Acts as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

The designated safeguarding lead should receive appropriate training carried out every two years in order to:

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

Raising Awareness

The designated safeguarding lead should ensure the college's policies are known and used appropriately:

- Ensure the college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the college in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave, the college ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

The Designated Safeguarding Lead is also expected to ensure that:

- Children's Services is notified if a child subject to a Child Protection Plan is absent for more than two days without explanation and the social worker is informed when a child subject to a Child Protection Plan or a Child in Need Plan moves to a new setting.
- A training log is kept of all child protection training include the names of those attending. All staff must have regular training.
- Child protection records are kept securely and separately from the child's normal file.
- The College attends and contributes to Child Protection Case Conferences and Child in Need Meetings, ensuring actions are completed in a timely manner.
- The College escalates its concerns with other agencies when a child's needs are not being met.
- All staff read Part 1 and Annex A of the guidance *Keeping Children Safe in Education* DfE (2016) and have available to them other key documents.
- Where children leave the College ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

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

All staff and Volunteers

- Contribute to ensuring students learn in a safe environment.
- Must be familiar with Part 1 and Annexe A of guidance *Keeping Children Safe in Education* DfE (2016) and engage in training which enables them to identify children who may need additional help or who are suffering or likely to suffer significant harm and take appropriate action. Staff should have an understanding of the specific safeguarding issues outlined in part 1 of the DfE (2016) guidance *Keeping Children Safe* e.g. fabricated or induced illnesses, faith abuse. Be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.
- Must report any concerns about a child's welfare without delay to the Designated Safeguarding Lead.

- Must report any concerns without delay about the behaviour of an adult towards a child to the Principal, Designated Safeguarding Lead, Chair of Governors or Local Authority Designated Officer for Allegations against Staff (0151 233 3700).
- Follow College policies and code of conduct based upon *Safer Working Practices for Adults Working with Children* (DCSF 2015).
- Have a responsibility to escalate their concerns and 'press for reconsideration' if a child remains at risk or their needs are not met. Any member of staff can make a referral to Children's Services (Liverpool Careline 0151 233 3700)
- Should understand that some children, including those with Special Educational Needs or Looked After, may be more vulnerable to abuse.
- Teachers and those providing teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.
- Be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should recognise that children are capable of abusing their peers. Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing particularly towards girls. Behaviours by children should never be passed off as 'banter' or 'part of growing up'. The DFE states '*peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.*' Concerns should be referred to senior staff who may need to consult with the Designated Safeguarding Lead. Victims of peer on peer harm should be supported by the school's pastoral system and referred to specialist agencies including, as examples, 'CAMHS', 'Brook' and 'Barnardos'. A risk assessment may need to be in place. The school curriculum will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including 'sexting' or 'initiation/hazing' behaviours.
- Have access to the college's managing allegations against adults procedures and whistle blowing policy
- Have access to *What to do if you are worried a child is being abused - Advice for practitioners* (DFE 2015)

Procedures for Reporting Child Protection or Child Welfare Concerns

1. All concerns must be reported without delay directly to the Designated Safeguarding Lead, Designated Safeguarding Deputies, Principal or any member of the College Leadership Team. This must be followed by a written account of the concerns completed on the College's Child Protection/Child Welfare Incident Form.
2. Consideration will be given to immediately protecting the child and contacting the police or other emergency services.
3. The Designated Safeguarding Lead will follow the LSCB and Local Authority Procedures by making a referral to Children's Services (Keeping Safe in Education reminds us that any adult can refer their concerns to Children's Services directly). This will be followed up with a written referral to Children's Services.
4. Any allegation of sexual assault or abuse by a pupil will immediately be reported to the police and social services.
5. Concerns about a child should always lead to help for a child. The college may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed.

School Improvement Liverpool School's Safeguarding Handbook and Part I of *Keeping Children Safe in Education* (DFE 2016) provides key flowcharts and guidance to support staff and volunteers understanding and decision making.

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

The College's on-line/E-safety/ Acceptable User policy clearly outlines the way in which the College uses technology and the measures in place to ensure safe and responsible use by all. There is a clear code of conduct for staff and volunteers for using new technologies, mobile phones and personal photographic equipment around children. The College will consider, in particular, Looked After Children (Children in Care) who might be put at risk by being included in publicity materials or school photographs. The DFE highlights the risks of new technologies: 'The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

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

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

Boarding Halls

The Boarding Halls adhere to the Liverpool College whole college policy and procedures and complies with National Minimum Standard 3 (3.1 to 3.5).

All senior pupils who are given positions of responsibility over other pupils are advised on the appropriate action to take should they receive any allegations of abuse.

There is a policy known to all boarding staff for searching for and if necessary reporting any boarder missing from college.

The Pupils Boarding Handbook gives information to the pupils about how to report concerns or allegations to Ofsted.

In the event of a member of the boarding staff being suspended pending an investigation of a child protection nature then arrangements for alternative accommodation away from children must be made.

Monitoring Attendance

A child missing from an education setting is a potential indicator of abuse or neglect including exploitation. LA procedures will be followed for dealing with a child who is missing from education, particularly on repeated occasions. Unauthorised absence will be closely monitored. The welfare of those children with attendance concerns, particularly those with chronic poor attendance or persistent absentees, will be monitored. The attendance of children who are vulnerable or with known welfare and safeguarding concerns such as children who have a Child Protection Plan, a Child In Need, are Children Looked After and/or SEN is monitored on a weekly basis. Social care will be informed immediately when there are unexplained absences or attendance concerns. It is important

that the College attendance team, including the EWO, college nurse, Children Missing in Education officer, are aware of any safeguarding concerns. It is critical that when a child is not attending college their welfare is confirmed and best practice would be for an appropriate professional to visit the home and speak to the child away from their parents/carers, particularly if there are any safeguarding concerns. The College will also scrutinise the attendance of off-site provision to ensure children attending are safe. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and Forced Marriage.

Private Fostering

The College has a mandatory duty to report to the local authority if they believe a child is subject to a private fostering arrangement. (This does not include close family relatives eg grandparent, brother, sister, uncle or auntie.) A private fostering arrangement is made without the knowledge of the local authority for the care of a child under the age of 16 years (under 18 for children with disabilities) whereby the child is in the care of someone other than their parent or close relative. Further guidance is available in Keeping Children Safe in Education.

Complaints

Complaints about safeguarding should follow the College complaints policy.

The College also has a whistle blowing procedure.

The Local Authority Officer for dealing with allegations against staff and volunteers can be contacted through Careline on 0151 233 3700.

Related Policies

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| CP02 | Anti-bullying |
| CP03 | Sex and Relationships |
| CP04 | Looked After Children |
| CP05 | Bereavement |
| CP06 | Staff Code of Conduct |
| CP07 | Guidance for Visitors and Volunteers |
| CP08 | e Safety (with staff guidance) |
| CP09 | Preventing Extremism and Radicalisation |
| CP10 | Liverpool College's Safeguarding Charter and Guidance |
| PD01 | Attendance and Registration |
| PD02 | Home - College agreement |
| PD04 | Pastoral Care |
| PD05 | Intimate Care |
| PD06 | Supervision |
| PD07 | Behaviour Management |
| SM03 | Staff Conduct and Discipline |
| SM11 | Safe working practices |
| SM12 | Monitoring and Investigating staff |
| HS01 | Health and Safety statement |
| HS02 | Fire |
| HS03 | First Aid |
| HS04 | Medicines |
| HS05 | Drugs |
| HS06 | No smoking |
| HS07 | Nutritional standards |
| HS09 | Foreseeable Crises policy |
| HS10 | College Emergency Management Plan (Restricted Access) |
| TL06a | Special Educational Needs and Disabilities (SEND) |
| TL08 | Learning outside the Classroom and Educational Visits |
| MI02 | Data Protection for Pupils |
| MI03 | Data Protection for Staff |
| MI04 | Freedom of Information |
| MI05 | Whistleblowing |
| E01 | Accessibility |
| E02 | Equal opportunities |
| E03 | Disability Equality |