



Working Together to Safeguard Students

Rationale:

St. Julie's Catholic High School fully recognises its statutory responsibilities for safeguarding and child protection and believes that the welfare of the child is paramount.

This reflects our Mission Statement, especially our aim to provide all with a safe and secure environment.

'Safeguarding' is a term which is broader than 'child protection' and relates to the action taken to promote the welfare of children and protect them from harm. Safeguarding is everyone's responsibility.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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;
- taking action to enable all children to have the best outcomes.

'Child protection' is part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer significant harm.

The key principles of child protection are:

- The voice of the child is heard
- Information is shared
- Procedures are followed
- Follow-up ensures that actions take place
- Challenge, supervision and scrutiny are valued
- Up to date, accurate records are maintained
- There is learning from Serious Case Reviews

This policy has been developed in accordance with the principles established by the Liverpool Safeguarding Board and incorporates all statutory requirements to protect students and adults. It has been revised to reflect the revised DFE Briefing Note of March 2015 – Keeping Children Safe in Education, Statutory Guidance for schools and colleges' as well as 'What to do if you're worried a child is being abused - Advice for practitioners'; 'Information Sharing'; and 'Working Together to Safeguard Children' (2015). Copies of all of these documents have been provided to all staff.

Creation Date	Version	Reviewed and amended by Mr C Willis – Designated Safeguarding Lead & Safeguarding Team	Formally approved by Full Governing Body 7 June 2017	Review Date	Page 1 of 7
25-11-2010 Mrs L Locke	9	5 May 2017	7 June 2017	Summer Term 2018 Annual Review	



Our policy applies to all staff, agency staff, governors, visitors, and volunteers in the school. It is available via our school website and both feeds into and is informed by our Staff Code of Conduct, with which all staff are familiar.

We recognise that because of the day-to-day contact with students, school staff are well placed to identify children at risk of harm or in need of help or further assessment. The school therefore:

- Establishes and maintains an environment where students feel secure, valued, are encouraged to talk, and are listened to.
- Ensures students know that there are adults in the school whom they can approach if they are worried.
- Includes opportunities in the school curriculum and in PSHE lessons and activities for students to develop the skills they need to recognise and stay safe from abuse.
- Strives to maintain an environment where students are safe from bullying of any form and any incidents are investigated, acted upon and recorded appropriately. (See also Anti-Bullying Policy)
- Seeks to ensure that students receive the right support at the right time, whether that be early help to prevent escalation or further referral as appropriate

Child Protection Designated Staff – Roles and Responsibilities

Safeguarding Team

Members of the Leadership Safeguarding Team are as follows:

- Mr C Willis - Designated Safeguarding Lead (DSL)
- Miss L Gawley
- Mrs J Sewell
- Mrs K Rooney

The DSL has overall responsibility for all child protection issues, including early help, Children in Need, children with special educational needs and young carers. The DSL also has the responsibility to make referrals to the Local Authority Designated Officer (LADO) Mr Ray Said and the Disclosure and Barring Service (DBS).

Creation Date	Version	Reviewed and amended by Mr C Willis – Designated Safeguarding Lead & Safeguarding Team	Formally approved by Full Governing Body 7 June2017	Review Date	Page 2 of 7
25-11-2010 Mrs L Locke	9	5 May 2017	7 June 2017	Summer Term 2018 Annual Review	



The Child Protection Designated Staff (Safeguarding Team) must undertake approved child protection training at least every two years and the DSL will attend yearly briefings. In addition to this, the Safeguarding Team:

- provides regular training updates to all staff in child protection procedures and appropriate related working practices.
- acts on any reports of possible abuse, working with parents/carers and appropriate agencies and keep accurate, confidential records in a secure location.
- notifies Children's Services if there is an unexplained absence of more than two days of a pupil who is on the Child Protection register.
- discusses at weekly Safeguarding Meetings all concerns of which they have been notified
- notifies Children's Services of any reported case of abuse. In the case of disagreement over whether a case meets the threshold for referral to Children's Services, a referral will be made.
- attends Child Protection case conferences, strategy group and core group meetings. Where members of the Safeguarding Team are unable to attend, appropriately trained representatives will attend in their place.

Staff training

The Safeguarding team receives:

- full Designated Safeguarding Lead training, provided by the Local Authority. Each member of the team receives the training every two years.

The Safeguarding Team provides:

- regular updates to all staff, governors and volunteers so that they understand their responsibilities in being alert to identifying children at risk of harm and their responsibility for referring any concerns to the designated teachers responsible for Child Protection. This pays particular attention to current concerns around Missing Children, Child Sexual Exploitation and Female Genital Mutilation. This is primarily delivered on INSET days, at least twice per academic year.
- further Child Protection training to key pastoral staff (Progress Leaders, Assistant Progress Leaders, Key Stage 3, 4 + 5 Administrative Coordinators and Learning Support Advisers for Key Stages 3 + 4)
- Child Protection training to new staff and supply staff with us longer than six weeks.

The Headteacher and Governors

- It is to be expected that in the case of allegations against the staff, the Headteacher is the lead professional and liaise with the LADO.
- Where the allegation is against the Headteacher, the Chair of Governors is the Case Manager, with support from the Local Authority.
- We have a nominated governor responsible for Child Protection. The designated link governor is Mrs P Kemble.

Creation Date	Version	Reviewed and amended by Mr C Willis – Designated Safeguarding Lead & Safeguarding Team	Formally approved by Full Governing Body 7 June 2017	Review Date	Page 3 of 7
25-11-2010 Mrs L Locke	9	5 May 2017	7 June 2017	Summer Term 2018 Annual Review	



- The link Child Protection governor meets termly with the DSL and/or the Safeguarding Team
- The Safeguarding Team provide a termly report to the governing body.
- The Safeguarding team provide training to all new governors to form part of the Induction process to new governors
- The Safeguarding team offer regular training to all governors

Notifying Child Protection Concerns

Everyone who works with children, whether in a paid or voluntary capacity, has a responsibility for keeping them safe. As such, all staff in school have a legal duty to share with the relevant individuals or bodies any information relating to the safety or well-being of a child, as is stated in the relevant Statutory Guidance. They are therefore encouraged to share any concerns they may have, however minor they may seem. Once a child protection concern has been raised then the member of staff responsible for managing and monitoring the concern – usually the Key Stage Assistant Headteacher – promptly records in writing all verbal conversations pertaining to the concern.

The points below outline the normal process by which notification of child protection concerns are made. It should be noted however that ANY member of staff can make a referral directly to Children’s Services if they feel that this is necessary.

- Staff are obliged to use the relevant CP Notification Proforma to notify a Designated Child Protection Officer of any concerns regarding the safety of pupils in their care.
- CP Notification Proforma are available on the staff shared area of the school network: Subject Areas/All Staff Resources-Staff only/School Forms and Letters/Child Protection and paper copies can be found in the folder secured to the Safeguarding Noticeboard in the staffroom.
- These forms should be hand written, signed and dated. The student is to be identified by name, DOB and form group. Notification forms are to be put into an envelope and handed directly to a member of the Safeguarding Team or, if none are immediately, placed in an envelope and put into the tray in the staffroom of the relevant member of the Safeguarding Team (the Key Stage AHT for the student in question). They must in these instances be informed by email that a notification form has been completed.
- In the case of urgent concerns where a student is in imminent danger, the concern should be reported immediately and paperwork completed as soon as possible
- No copies of the proforma(s) should be made or kept by the member of staff making the notification.
- All proforma, statements and events logs are kept in a locked filing cabinet to which only the Headteacher and Designated Child Protection Officers have access.
- A summary of any telephone contact with Careline must be recorded on the relevant proforma and provided to the Headteacher
- A summary of any telephone contact with the Operation Encompass lead must be recorded on the relevant proforma and provided to the Headteacher, with a copy passed to the appropriate AHT for the pupil's safeguarding file.

Creation Date	Version	Reviewed and amended by Mr C Willis – Designated Safeguarding Lead & Safeguarding Team	Formally approved by Full Governing Body 7 June2017	Review Date	Page 4 of 7
25-11-2010 Mrs L Locke	9	5 May 2017	7 June 2017	Summer Term 2018 Annual Review	



- If a student transfers to another school or sixth form college, all Child Protection records will be transferred immediately and separately from the student's school file. A copy is made and kept in school. The original CP file is either delivered by hand and a signed receipt procured, or sent by a signed-for secure delivery service and the receipt kept. Proof of transfer is filed in the pupil's CP file in school.
- If a student leaves school at age 16 and their destination is not known, the Local Authority are informed that a Child Protection file exists for that young person and a request made that school be notified if that young person should return to education at a later date. At that point, the young person's Child Protection file would be transferred as described above.
- Child Protection records (and copies of all Child Protection records transferred to another institution), are kept securely by the school for 50 years after the student has left the school.
- Members of the Safeguarding team refer to School Improvement Liverpool model escalation policy in circumstances where a child's situation is not improving or where they feel there needs to be a re-consideration of a decision by Children's Services not to accept a referral.

Responsibilities of students:

- The primary responsibility of students with regard to safeguarding themselves and others lies in adhering to the schools expectations regarding behaviour, attendance and punctuality.
- All students sign a Home-School Agreement in Years 7 – 11 and a Sixth Form Code of Conduct in Years 12 – 14, which outlines these expectations
- Students are aware of who are the designated safeguarding staff but also that they are able to notify concerns to any member of staff

Creation Date	Version	Reviewed and amended by Mr C Willis – Designated Safeguarding Lead & Safeguarding Team	Formally approved by Full Governing Body 7 June2017	Review Date	Page 5 of 7
25-11-2010 Mrs L Locke	9	5 May 2017	7 June 2017	Summer Term 2018 Annual Review	



Monitoring and supporting students about whom Child Protection concerns exist

- All concerns brought to one of the Child Protection Officers are raised at the Safeguarding Team weekly meeting.
- Academic progress of students about whom Child Protection concerns exist is reviewed by the student's Progress Leader at each Data Point and concerns communicated to the Safeguarding Team.
- The attendance of these students is monitored closely by the Heads of School, as appropriate. They notify Children's Services if there is an unexplained absence of more than two days of a pupil who is on the Child Protection register.
- The participation of these students in extra-curricular activities is monitored through scrutiny of the registers kept by staff at any activity. This will be administered by the Admin Team
- Students who would benefit from additional support in school are referred to the Learning Support Adviser for Key Stage 3 / 4 or to professionals employed by the school to offer these Services (e.g. Careers Advisor).
- An essential element of the monitoring of any Child Protection case is to seek and record the views of the student on a regular basis. This may occur during conversations with the Safeguarding Officer or Learning Support Adviser, if she is involved in supporting the student.
- Risk assessments are undertaken as needed and in collaboration with other agencies of students with significant mental health issues. If there is a danger of suicide, a referral to Children's Services is made.
- Prior to any Child Protection Conference / Child in Need meeting / LAC Review, a review is undertaken of the student's attendance, punctuality, behaviour in school and progress in lessons. Any concerns are highlighted to the meeting and copies of all attendance, punctuality and behaviour records provided.

Confidentiality

- For reasons of confidentiality, only those people who need to know about Child Protection matters are told and conversations about Child Protection matters will always be held in private.
- The school follows Liverpool Safeguarding Board Child Protection Guidelines and shares appropriate information with other agencies when failure to share information might jeopardise a child's safety.

Parents/Carers

- We ensure that parents and carers have an understanding of the responsibility placed on the school and staff for Child Protection by setting out its obligations in the school prospectus and school website.
- We publish a regular Safeguarding E-Bulletin, via the school website

Creation Date	Version	Reviewed and amended by Mr C Willis – Designated Safeguarding Lead & Safeguarding Team	Formally approved by Full Governing Body 7 June 2017	Review Date	Page 6 of 7
25-11-2010 Mrs L Locke	9	5 May 2017	7 June 2017	Summer Term 2018 Annual Review	



Staff and Volunteer Recruitment and Conduct

- We ensure safe recruitment practices are always followed. All interview panels for staff and volunteers have at least one member trained in Safer Recruitment practice.
- All staff are advised to follow the LA Code of Behaviour, and the School Code of Conduct which can be found on the school intranet.
- We ensure all appropriate DBS checks are made prior to staff or volunteers working alone with our students. These are recorded in the Single Central Record and renewed at the required intervals to comply with the LA Safeguarding rules. It is recorded on the SCR that teachers are not subject to a Prohibition or Interim Prohibition Order
- Visitors and volunteers due to work alone with students are required to provide their DBS details and photographic proof of identity by way of passport or driving licence. For volunteers or visitors in regulated activity a Barred List Check must also be undertaken. This does not apply to staff and volunteers who represent organisations recognised as being part of the Liverpool Safeguarding Board such as NHS staff, AWO, Ofsted Inspectors and permanent staff from other schools. Office staff are regularly updated on what and who constitutes a member of a recognised organisation.
- The school may not request an enhanced DBS check with barred list check for anyone working in the school not in regulated activity – but may request an enhanced DBS check.
- All visitors are asked to read and sign the school screening document which includes Child Protection guidelines.
- In the case of agency staff we use agencies approved by Liverpool Safeguarding Board and entrust to them the duty of DBS checks. They are required to provide the school with DBS details for their agency staff. On arrival, agency staff will be required to show photographic proof of identity and read and sign the school Child Protection policy.
- For trainee teachers, it is the responsibility of the initial teacher training provider to undertake checks on teachers unless they are salaried by the school
- ***The school will refer to the DBS anyone who has harmed or poses a risk of harm to a child, or if there is reason to believe that the member of staff has committed one of a number of listed offences.***
- Suspension is only considered in cases where there is cause to suspect a child/children in the school to be at risk of harm or if the case is so serious that it might be grounds for dismissal. All options are considered to avoid suspension.

Visitors

- We ensure robust gate-keeping procedures for all visitors to school. Visitors are required to read the Visitors Code of Conduct on arrival at school. Visitors who have DBS clearance and have photographic proof of identity are given a green lanyard, all other visitors are given a red lanyard and are supervised throughout their visit. This does not apply to parents/carers in school for meetings with staff as they are accompanied at all times.

Creation Date	Version	Reviewed and amended by Mr C Willis – Designated Safeguarding Lead & Safeguarding Team	Formally approved by Full Governing Body 7 June 2017	Review Date	Page 7 of 7
25-11-2010 Mrs L Locke	9	5 May 2017	7 June 2017	Summer Term 2018 Annual Review	



- All staff, Year 12 and 13 students, volunteers and visitors, including parents/carers, are required to wear the staff, student, governor or visitor lanyards.
- Contractors are required to wear a St Julie's Contractors high visibility jacket when on site. They are supervised unless DBS checks are undertaken. Where contractors are self-employed, the school will obtain the DBS check.

Foreign Exchange Visits

- Foreign Exchange visits are arranged with a reputable firm.
- Students have emergency access to someone from school via the telephone.
- The school provides awareness training for all students prior to any foreign exchange visit.

Work Experience Placements

- The school may not request an enhanced DBS check with barred list information for staff supervising children aged 16 or above on work experience.
- All students receive a health and safety training talk in school and have clear guidance as to what to do if safeguarding issues arise while on work experience.
- School uses Liverpool Compact as a reputable organisation which ensures relevant safeguarding checks have been made for each placement.
- School staff endeavour to visit all students at their placements but in cases where this is not possible staff will endeavour to contact students by phone.

Practical Advice and Emerging Issues

All staff receive regular updates and advice with regard to emerging issues. The following information is for summary purposes only and outlines policies for preventing and reacting to potential harm to a child.

Abuse:

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

The four main types of abuse and their possible signs and symptoms are:

- Physical abuse – defined as deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts.

Creation Date	Version	Reviewed and amended by Mr C Willis – Designated Safeguarding Lead & Safeguarding Team	Formally approved by Full Governing Body 7 June2017	Review Date	Page 8 of 7
25-11-2010 Mrs L Locke	9	5 May 2017	7 June 2017	Summer Term 2018 Annual Review	



Bumps and bruises don't necessarily mean a child is being physically abused – all children have accidents, trips and falls.

There's isn't one sign or symptom to look out for that will say a child is definitely being physically abused - but if a child often has injuries, there seems to be a pattern, or the explanation doesn't match the injury then this should be investigated.

- Neglect – defined as the ongoing failure to meet a child's basic needs.

Neglect can be difficult to identify, making it hard for professionals to take early action to protect a child. Children who are neglected may have poor appearance or hygiene; health and development problems; housing and family issues.

Having one of these signs or symptoms doesn't necessarily mean that a child is being neglected - but if you notice multiple, or persistent, signs then it could indicate there's a serious problem.

- Sexual abuse – defined as forcing or persuaded someone to take part in sexual activities. This doesn't have to be physical contact, and it can happen online

Children who are sexually abused may:

Stay away from certain people

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

Show sexual behaviour that's inappropriate for their age

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

Have physical symptoms

- anal or vaginal soreness
 - an unusual discharge
 - sexually transmitted infection (STI)
 - pregnancy.
- Emotional abuse – defined as the persistent emotional maltreatment or emotional neglect of a child.

Creation Date	Version	Reviewed and amended by Mr C Willis – Designated Safeguarding Lead & Safeguarding Team	Formally approved by Full Governing Body 7 June2017	Review Date	Page 9 of 7
25-11-2010 Mrs L Locke	9	5 May 2017	7 June 2017	Summer Term 2018 Annual Review	



Children who are being emotionally abused may:

- use language, act in a way or know about things that you wouldn't expect them to know for their age
- struggle to control strong emotions or have extreme outbursts
- seem isolated from their parents
- lack social skills or have few, if any, friends.

Female Genital Mutilation

It is a mandatory duty for disclosures on FGM about a female under the age of 18 to be reported to Social Services.

Action

- Contact Careline and Police immediately
- Do not contact the family or ask any member of the community to mediate.
- Seek advice and support from recognised agencies

Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Where concerns are raised regarding possible CSE, these are relayed to Social Services by the DSLs via the completion of a MARF Form and/or MACSE referral and all actions are recorded in the child's safeguarding file.

Creation Date	Version	Reviewed and amended by Mr C Willis – Designated Safeguarding Lead & Safeguarding Team	Formally approved by Full Governing Body 7 June 2017	Review Date	Page 10 of 7
25-11-2010 Mrs L Locke	9	5 May 2017	7 June 2017	Summer Term 2018 Annual Review	



Preventing Radicalisation

The school has a separate Policy and Supplementary Guidance on Preventing Radicalisation and Extremism, available via the school website.

Whistle blowing

The school has a separate Whistleblowing Policy, available via the school website.

Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). The school has a mandatory duty to inform the Local Authority of children in such arrangements.

Key Areas of Risk

Staff working in schools may naturally find themselves in certain situations that call for particular care to be taken to avoid harm to a child or to put themselves in a position where their behaviour could be misconstrued.

This includes situations where there is a need for **physical intervention, personal care or intimate care** – procedures for which are outlined in our Welfare of Students policy, available via the school website and with which all staff are expected to be familiar.

Similarly, policies and **procedures for overnight stays and host families** are set out in our Educational Visits policy, available via the school website and with which all staff are expected to be familiar

Guidance on **one-to-one working** is covered in our Lone Working policy, which makes clear that when staff are working one-to-one with a student they must inform a departmental colleague and ensure that their door is left open. All staff relocate to the staffroom if working in school after 5pm.

When students are changing for PE lessons, there is a need for an appropriate level of supervision in order to safeguard young people and/or satisfy health and safety considerations.

This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

Creation Date	Version	Reviewed and amended by Mr C Willis – Designated Safeguarding Lead & Safeguarding Team	Formally approved by Full Governing Body 7 June2017	Review Date	Page 11 of 7
25-11-2010 Mrs L Locke	9	5 May 2017	7 June 2017	Summer Term 2018 Annual Review	



This means that adults should:

- Avoid any physical contact when children are in a state of undress
- Avoid any visually intrusive behaviour (e.g. standing in a location from which they can look into the changing room whilst students are in a state of undress)
- Announce their intention of entering changing rooms

This means that adults should not:

- Change in the same place as children
- Shower or bathe with children

Procedures for dealing with safeguarding concerns against another pupil

All children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

- Physical Abuse
- violence, particularly pre-planned
- forcing others to use drugs or alcohol
- Emotional Abuse
- blackmail or extortion
- threats and intimidation
- Sexual Abuse
- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting
- Sexual Exploitation
- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

Creation Date	Version	Reviewed and amended by Mr C Willis – Designated Safeguarding Lead & Safeguarding Team	Formally approved by Full Governing Body 7 June 2017	Review Date	Page 12 of 7
25-11-2010 Mrs L Locke	9	5 May 2017	7 June 2017	Summer Term 2018 Annual Review	



In areas where gangs are prevalent, older students may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Minimising the risk of safeguarding concerns towards pupils from other students

On occasion, some students will present a safeguarding risk to other students. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves.

These students will be subject to an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

What to do

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances

The DSL should contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim). It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Creation Date	Version	Reviewed and amended by Mr C Willis – Designated Safeguarding Lead & Safeguarding Team	Formally approved by Full Governing Body 7 June 2017	Review Date	Page 13 of 7
25-11-2010 Mrs L Locke	9	5 May 2017	7 June 2017	Summer Term 2018 Annual Review	



Young Carers Policy

At St. Julie's Catholic High School we are aware that pupils in our school may have caring roles at home. We believe that all children and young people should have equal access to education, regardless of what is happening at home. When a young person does look after someone in their family who has a serious illness, disability or substance misuse problem, they may need extra support to help them get the most out of school.

We aim to understand the issues faced by young carers and to support young carers through a whole-school approach and through working with other agencies and professionals, with the understanding that support for the whole family is in the best interests of the young carer. The whole school is committed to meeting the needs of young carers so that they are enabled and encouraged to attend and enjoy school and have access to education equal to that of their peers. St. Julie's holds young carers in the same regard as all other pupils and as such understands that they have the additional burden of caring responsibilities and may require additional support and reasonable adjustments in order to ensure their opportunities are equal.

The school will therefore:

- Have a named lead with special responsibility for young carers and their families and make pupils and families aware of the identity of the school's lead. The school lead is Mrs J Sewell
- Keep up to date with national and local developments and with legislation and guidance affecting young carers and their families. Training on young carers' issues will be embedded in ongoing professional development for all staff.
- Use the curriculum to promote a full understanding, acceptance of, and respect for, issues such as caring, disability and impairment.
- Recognise young carers as a vulnerable group to be monitored closely and use and evaluate data effectively to identify and monitor the progress made by young carers.
- Attempt to identify those pupils whose parent(s) or family members have disabilities or other long-term physical or mental health problems and if this has an impact on their education.
- Aim to mitigate the impact of young carers' family situations on their education, for instance by considering providing educational resources for the pupil to use at home, allowing the pupil to call home from school at break and lunchtimes in order to check on a family member, and considering alternatives to after-school rehearsals, revision sessions and sanctions.
- Remain vigilant to the possibility of a young person's caring role being a possible cause for bullying, and monitor this through anti-bullying procedures.
- Offer support to improve attendance and well-being of pupils identified as young carers.
- Identify those young carers at risk of falling into the Not in Education, Employment or Training (NEET) category and take appropriate actions to address this.
- Be accessible to parents with disabilities and/or illness, offering additional support where possible to enable them to attend parents' evenings or other school events. Home visits will be considered where appropriate.

Creation Date	Version	Reviewed and amended by Mr C Willis – Designated Safeguarding Lead & Safeguarding Team	Formally approved by Full Governing Body 7 June 2017	Review Date	Page 14 of 7
25-11-2010 Mrs L Locke	9	5 May 2017	7 June 2017	Summer Term 2018 Annual Review	



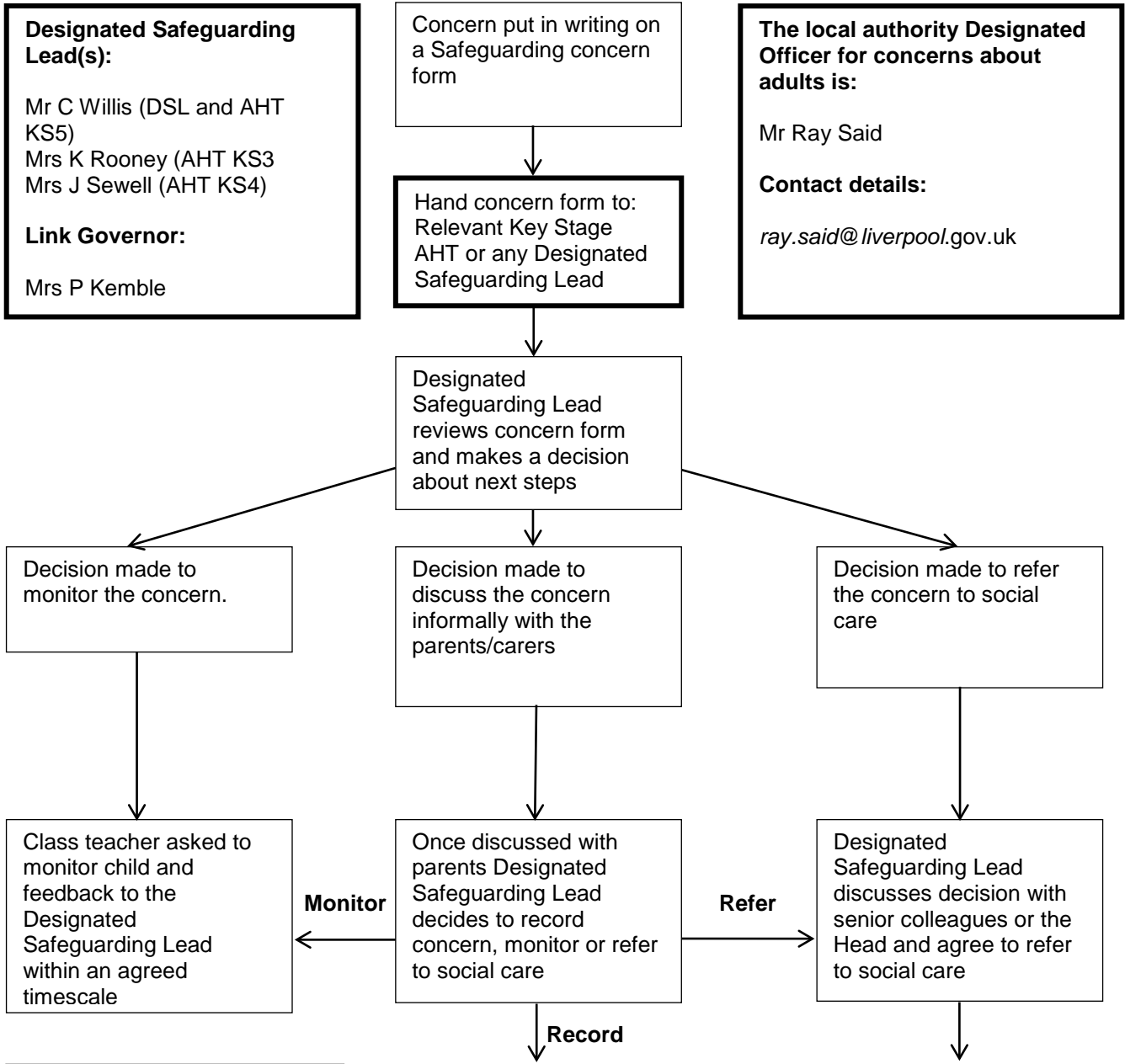
- Identify siblings of St. Julie's pupils who are young carers, and maintain communication with siblings' schools if they are in education.
- Work in partnership where appropriate with general practitioners, young carers' services including Barnardo's Young Carers' service, behaviour and education support teams.
- Consider the use of the Local Authority's Early Help Assessment Tool (EHAT) to assess the need for support services from other agencies and to implement and monitor this support.
- Respect the right to pupils' and families' privacy and only share information with professionals and agencies on a "need to know" basis in order to support pupils and families.

This policy has been written using the guidelines provided by The Princess Royal Trust for Carers in the document 'Young Carers: Guidance for Schools and Local Authorities', and with reference to 'Supporting Young Carers' - Ofsted, June 2009.

Creation Date	Version	Reviewed and amended by Mr C Willis – Designated Safeguarding Lead & Safeguarding Team	Formally approved by Full Governing Body 7 June 2017	Review Date	Page 15 of 7
25-11-2010 Mrs L Locke	9	5 May 2017	7 June 2017	Summer Term 2018 Annual Review	



FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



In exceptional circumstances, concerns may be referred directly or escalated to children's social care.

Alternatively, if you are unsatisfied with the response to your concerns, this can be raised with the Headteacher Mr Tim Alderman.

Designated Safeguarding Lead records all concerns and keeps in confidential safeguarding file.

Social Care Referrals:
 Careline 233 3700

Prevent/Channel Referrals:
Special.Branch@merseyside.pnn.police.uk

Subject of all emails should be:
CHANNEL

Details of all calls passed to and discussed with Headteacher who agrees actions and signs and returns the notification form to the relevant Key Stage AHT

Creation Date	Version	Reviewed and amended by Mr C Willis – Designated Safeguarding Lead & Safeguarding Team	Formally approved by Full Governing Body
25-11-2010 Mrs L Locke	9	5 May 2017	7 June 2017