

Mount Carmel



R.C. HIGH SCHOOL



A family of faith & learning

Recruitment Information Pack

IMPORTANT INFORMATION FOR APPLICANTS

Wordsworth Road
Accrington
Lancashire BB5 0LU

01254 233458

vacancies@mountcarmelhigh.lancs.sch.uk
www.mountcarmelhigh.co.uk

APPENDIX C – IMPORTANT ADVICE ON COMPLETING YOUR APPLICATION FORM

Your application form plays an important part in your selection. Your completed form is the only basis for considering your initial suitability for the post. Please ensure you address all the essential requirements listed in the specifications. The following advice should help you to complete the application form as effectively as possible.

SOME POINTS TO BEAR IN MIND BEFORE YOU START

- Look carefully at the job description and application form. Ask yourself why you are interested in the job. Don't copy the same application for a series of jobs.
- Read the Person Specification carefully. This outlines the type and range of skills/experience etc. that we would like the candidate to possess or have the potential to develop.
- Try to complete the form in a concise, well organised and positive way.
- Please use the application form provided, continuing on a separate sheet if necessary. Please do not send standard details of your own, i.e. in the form of a curriculum vitae, unless specified in the advertisement.
- Please remember to complete the Monitoring Job Applicants Form as this is essential for the County Council to determine whether its Equal Opportunities Policy is working with regard to employment.

Application for the post of

The full job title should be completed, and the relevant school shown.

Please note that we are only able to employ nationals of European Economic Area (EEA) countries, citizens of Switzerland and those legally entitled to work in the UK. Lancashire County Council does not hold a sponsorship licence and is unable to employ non-EEA nationals under tiers 2 or 5 of the points-based system. If you submit an application form and are shortlisted for interview, you will be required to produce documentary evidence of your right to work in the UK.

Personal details

This part contains personal information to identify you in case we wish to shortlist you. Please ensure it is accurate and legibly written as this is our only way of contacting you.

For teaching posts, your QTS Certificate number is also required (if available).

APPENDIX C – IMPORTANT ADVICE ON COMPLETING YOUR APPLICATION FORM

Employment history

Current/most recent post/job title

Starting with your first post, ending with your present post, list all the employers you have worked for, provide job titles and the period you worked for them. Exact dates should be provided. This information may be used to assess whether you meet the experience requirement for the vacancy. Check that the dates are correct and in order. Please also provide an explanation for any gaps in employment.

Your present or last employer must be named as a referee (this should be the head of the establishment).

Try to give an actual salary/grade, not an approximate.

If requested, your notice period is important. If you are not presently working but have commitments that prevent you from immediately taking up the post, please give your earliest start date.

If this is your first job after leaving education, please list any part-time, casual and unpaid work, especially if there is a link to the post for which you are applying.

Education & Qualifications (evidence of your qualifications will be required at interview)

Give a list of formal and informal qualifications. Information may be necessary here to assess whether you meet the required qualifications for the vacancy. Ensure that nothing important has been omitted. Please include the name of the awarding body, the grade and the date the qualification was obtained.

If you are awaiting results, give the expected grade if possible. Make clear that this result is still uncertain. For teaching posts, details of any in-service training (as a contributor or participant) are also requested.

Whilst a specific qualification may have been requested, it is recognised that a number of equivalent qualifications may have preceded or replaced the example given, and if you feel this is the case, please enter here. We will accept qualifications e.g. degrees etc, obtained from abroad if they are demonstrably equivalent to UK qualifications.

If you need more space, continue on an extra sheet. At the top of the sheet, write the post title and job reference number.

Training

List any training that is relevant to this post, even if it was undertaken outside your formal employment, including dates and awarding bodies where appropriate.

APPENDIX C – IMPORTANT ADVICE ON COMPLETING YOUR APPLICATION FORM

Experience or achievements (or ‘Letter of Application’ for teaching posts)

Carefully read the information in the Person Specification and describe in some detail your relevant experience and achievements and their application to this post.

Also, identify any skills or competencies you have which are relevant to the post. These need not be skills you have developed as a direct result of previous employment; they may be something from your hobbies or interests that you can use to help you do this job.

It is important that you address each of the essential requirements in the Person Specification in completing this section. You will not be shortlisted if you are not able to provide evidence of how you meet all of the essential requirements.

If you have any other information that you feel may help us in making a decision about your suitability for this post, then also provide this within this section.

Disclosure of criminal background

All posts in schools are exempt from the provisions of the Rehabilitation of Offenders Act 1974 and as such, all will be subject to Disclosure and Barring Service (DBS) clearance. Such a check will disclose details of cautions, reprimands, final warnings, and convictions that are not 'protected.' The Authority also checks the lists of those presently barred from working with children and/or vulnerable adults.

Details of any relevant convictions, adult cautions or other matters which may affect your suitability to work with children will be sought from you if you are shortlisted for this position.

Disability

We encourage applications from people with disabilities.

The Equality Act 2010 defines a disabled person as:

'A person with a physical (including sensory) or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.' Or someone that has had such a disability but is now recovered. Or someone with a severe disfigurement.

If a disability or health problem prevents you from carrying out some aspects of a post, you are not excluded from applying, as it may be possible to make a reasonable adjustment to some of the duties.

If as a result of a disability you have difficulty completing the form, please contact the School.

Canvassing

Canvassing (asking someone to apply influence to help you get an appointment) directly or indirectly will disqualify candidates. State whether you are related to, or have a close relationship with any existing employee or employer (including councillors and governors).

APPENDIX C – IMPORTANT ADVICE ON COMPLETING YOUR APPLICATION FORM

Confirmation of details

Please read the declaration on the application form. Sign and date it to confirm that the information you have supplied is accurate and true and that you agree to the information being processed, transferred and disclosed during the recruitment process and throughout any subsequent periods of employment for pre-employment checks, equal opportunities monitoring, payroll operations and training and absence records.

Your signature also confirms that you understand that deliberately giving false information or incomplete answers may lead to you being disqualified from consideration or if appointed may result in your summary dismissal with possible referral to the police. We will not consider applications that are not signed and dated. If you return your form electronically online, we will ask you to sign the form at interview.

Referees

Your referees should be two people who can comment on your ability to do the job for which you are applying. If you have previous experience of working with children or vulnerable adults, a reference is required from the employer for whom you most recently worked with either of these groups. Therefore ensure that their details are included within this section.

If you are currently in employment, one referee should be your present employer. If you are a student, one referee should be your tutor. If you are unemployed, please give details of your most recent employer.

References will not be accepted from relatives or from people writing solely in the capacity of friends.

References are sought on all shortlisted candidates prior to interview. If you indicate that you do not wish your employer to be contacted prior to interview, then you may be contacted to reconsider this position. If you are the successful applicant and your referee has not been contacted, this will delay confirmation of any offer of appointment, as it is against the School's policy to confirm an appointment without satisfactory references being received.

Return address

Please ensure that you return your completed application form to the school before the closing date.

GOOD LUCK WITH YOUR APPLICATION

How to complete the application form



Applying for a job with Lancashire County Council

Important advice on completing this form

APPLICATION NUMBER AND JOB REFERENCE NUMBER

To be filled in by our employees. Please keep a note of the job reference number and quote it whenever you contact us about your application.

APPLICATION FOR THE POST OF

The post details, section/location etc. are usually completed by the Directorate before you get this form. If not, you must fill in these details.

Please note that we can only consider applications from EU citizens or those who are fully able to show a legal right to work in the UK. Relevant checks will be made.

PERSONAL DETAILS

This part contains personal information to identify you in case we wish to shortlist you. Please ensure it is accurate as this is our only way of contacting you. For legal reasons you must state your National Insurance Number .

PRESENT EMPLOYER

Give details of your present or last employer – give a contact name, full address including postcode, the exact date of appointment, and (if appropriate) the date you left.

Try to give an actual salary/grade, not an approximate.

Your notice period is important. If you are not presently working but have commitments that prevent you from immediately taking up the post, please give your earliest start date.

If this is your first job after leaving education, give the school/college's name and address in place of the employer's name and address, and your date of leaving. Disregard the other items.



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PREVIOUS EMPLOYMENT

PREVIOUS EMPLOYMENT
List your previous employment, including voluntary work,
starting with the most recent.

You should try to make the information you give as full and accurate as possible.

If this is your first job after leaving education, please list any part-time, casual and unpaid work, especially if there is a link to the post for which you are applying.

Please indicate the reasons for any gaps in employment records, unless legally exempt.



QUALIFICATIONS

If you are called for an interview, you will be asked to provide evidence of your qualifications.

List your schools; colleges; Universities; Professional Education and qualifications. Do not miss any identified in the person specification or you may disqualify yourself. If you are awaiting results, give the expected grade if possible. Make clear that this result is still uncertain.

Whilst a specific qualification may have been requested, it is recognised that a number of equivalent qualifications may have preceeded or replaced the example given, and if you feel this is the case, please enter here.

We will accept qualifications, eg degrees, obtained from abroad if they are demonstrably equivalent to UK qualifications.

If you need more space, continue on an extra sheet. If there is not enough space in this box, continue on an extra sheet. At the top of the sheet, write the post title, job reference and application number from the section 'Application for the post' on the form.

TRAINING

List any training that is relevant to this post, even if it was undertaken outside your formal employment.

MEMBERSHIP OF PROFESSIONAL BODIES

Please give details of current professional membership or apprenticeship. List your membership or professional bodies/associations. If membership of a professional body is a requirement for this post, make sure you state it here or you may disqualify yourself.

EXPERIENCE OR ACHIEVEMENTS

Carefully read the information in the Person Specification and identify examples of work you have done, or activities from outside work, that demonstrate how you have identified, addressed and learnt from challenges or problems that may now help you to meet similar demands in the job you are applying for.

It is important that you address each of the essential requirements in the Person Specification in completing this section. Use the list of essentials as headings to identify how you consider you meet each one. We will consider you for shortlisting only if you give evidence here that you meet an essential requirement.

Carefully read the Person Specification and the Job Description. Identify any skills or competencies you have which are relevant to the post for which you are applying. These need not be skills you have developed as a direct result of past work – they may be something from your hobbies or interests that you can use to help you do this job.

If you have any other information that you feel may help us in making a decision about your suitability for this post, then tell us here.

5 Current course of study (if any) and the date you expect to complete it
.....
.....

CRIMINAL CONVICTIONS

Lancashire County Council strives to be an equal opportunities employer and challenges all forms of unlawful and unfair discrimination. If you disclose a criminal conviction, formal caution or binding-over order, this will not necessarily disqualify you from consideration for employment unless the nature of the offence(s) and the work you will be doing is covered by the exemption provisions of the Rehabilitation of Offenders Act 1974 or other legislation restricting and governing those working in particular areas of employment.

The Council is registered with the Criminal Records Bureau (CRB) and for appropriate posts makes background checks on potential employees. This may disclose details of cautions, reprimands and final warnings as well as convictions. The Authority also makes checks under section 142 of the education Act 2002 (formerly known as List 99).

DRIVING

Some posts require you to have a driving licence, access to a car or both, and not giving this information may disqualify you from further consideration. However in certain circumstances consideration may be given to applicants who as a consequence of disability are unable to drive. Please indicate, if required, whether you have an LGV or PSV licence.

DISABILITY

We encourage applications from people with disabilities. A disability is a physical or mental impairment that has a substantial and adverse long-term effect on an individual's ability to carry out normal day-to-day activities. This can also include people with a past disability or people with a severe disfigurement.

If a disability or health problem prevents you from carrying out some aspects of a post, you are not excluded from applying, as it may be possible to adjust some of the duties.

If as a result of a disability you have difficulty completing the form, you may submit a CV. We can on request provide information in large print, in Braille on tape or electronically.

Applicants with disabilities who meet the minimum essential requirements are guaranteed an interview.

CANVASSING

You must not canvas (ask someone to apply influence to help you get an appointment) councillors or other employees of the Council to gain you an unfair advantage. Such actions may result in your application or subsequent employment being challenged.

8 Disclosure of Criminal Background (please refer to enclosed advisory notes)

Have you ever been found guilty of any criminal offence? Yes No

If yes, please specify date of conviction, caution, conditional discharge or bind-over, court, nature of offence and sentence imposed.

Please note that under the Rehabilitation of Offenders Act 1974 you may be entitled to answer 'no' to this question even if you have been convicted of a criminal offence in the past. However, the 1975 Exemptions Order to this Act excludes certain types of employment, which involve contact with vulnerable adults or young people, from the protection of the Act. So you should take advice if you are in any doubt as to the correct answer to give. Also, if you are applying for a 'regulated post for employment' (the advert, job details and accompanying information should make clear whether the job is regulated), please refer to the criminal records disclosure requirements.

If this post involves working with Children
I certify that I am not included on List 99, POVA or POCA, that I have not been disqualified from working with children or vulnerable adults and I am not subject to any sanctions imposed by a regulatory body or subject to any ongoing investigation into any matter which may bring into question my suitability for the post applied for.

Signed: Date:

9 Do you hold a current full driving licence for a car (or other relevant vehicle)?

Yes No Not required for post

10 Do you consider yourself to have a disability, or to be a deaf person?

For a definition, see our advice note 'How to complete the application form'.

Yes No

11 Canvassing directly or indirectly will disqualify candidates.

12 By supplying this information you consent to our using it for verification and for all employment purposes as defined in data protection legislation.

I certify that to the best of my knowledge all the information I have given is correct. I understand that by deliberately giving false or incomplete answers I will be disqualified from consideration for this post or, if I am appointed, may be dismissed without notice.

Signed: Date:

When you have completed this form, please return it by email to

or post to:-
Lancashire Employee Services,
3rd and 4th Floor,
County Hall,
Preston.
Tel No.

RETURN ADDRESS

Please ensure that you return your fully completed form to this address before the closing date.

Please note that, in the interests of economy, we will not acknowledge receipt of your application. If you have not been contacted within 28 days of the closing date, you should assume your application has not been successful. You may telephone the Lancashire Employee Services if you wish to check on the progress of your application, quoting the job reference number.

CONFIRMATION OF DETAILS

Please read the declaration on the application form. Sign and date it to confirm that the information you have supplied is complete and truthful and that you agree to the information being processed and used by the Council for the purposes of recruitment, monitoring and, if appropriate, subsequent employment. Your signature also confirms that you understand that, to prevent and detect possible fraud, we may share this information with other appropriate organisations; and that to give false information would lead to you being disqualified from consideration or if appointed may result in your dismissal. We will not consider applications that are not signed and dated. If you return your form online, we will ask you to sign the form at interview.

Please note that we will detach this information and we will NOT show it to members of the Selection Panel. It will be used solely for reference contacts and monitoring purposes.

Please complete this section fully, so that after we have detached it from the form we can later relate it to the post applied for.

REFERENCES

Your referees should be two people who can comment on your ability to do the job for which you are applying. If the job involves you working with children or vulnerable adults and you have experience of working with either of these groups in the past, please provide the employer's details from which a relevant reference can be sought. If you are currently in employment one referee should be your present employer. If you are a student, one referee should be your tutor. If you are unemployed, please give details of your last employer.

Do not use referees who you live with, unless they are your current or last employer. References will not be accepted from relatives or from people writing solely in the capacity of friends.

We usually ask for references before the interview unless you state that you do not wish your current employer to be contacted before interview. If you are the successful applicant and have asked us not to contact your referee, this will delay confirmation of an offer of appointment, as it is against Council policy to confirm an appointment without satisfactory references.

Under current UK legislation this is your sex as registered at birth.

This information helps to ensure that consideration of marital status does not influence our appointments.

Completing this section and others on this monitoring page, helps us to ensure that our policies and procedures do not discriminate.

Please tick the appropriate box as you define your ethnic/cultural/racial origin.

Completing this section, and the others on this monitoring page, helps us to ensure that our policies and procedures do not discriminate.

You must complete this form even if you work for the Authority. If you fail to complete or return it, we will not consider your application further

You must complete this form which will be detached by the Employee Services Unit/School Admin and will not be shared by the Selection Panel.

Details of the job you have applied for	
Directorate/DSO _____	Job title _____
Establishment/School _____	
Job Ref: _____ (if known)	Grade: _____

Details of Referees	
Please give the name, address and occupation of two referees and state their relationship to you (eg a employer/supervisor/tutor). Where appropriate, one referee should be your current or most recent employer. Please refer to the guidelines for advice on appropriate referees. The Authority reserves the right to seek any further references deemed appropriate.	
1 _____ _____ Postcode _____ Telephone No. _____ Email Address _____ Relationship _____	2 _____ _____ Postcode _____ Telephone No. _____ Email Address _____ Relationship _____
Note: please tick if you do not want us to contact your current employer before your interview <input type="checkbox"/>	

Equal Opportunities Monitoring

1. Name (in block capitals)	5. Please tick the box which best describes your ethnic/cultural/racial origin
2. I am: (Please tick the appropriate box)	(o) <input type="checkbox"/> White British (g) <input type="checkbox"/> White Irish (H) <input type="checkbox"/> Any other White background (please write in) (J) <input type="checkbox"/> Mixed White and Black Caribbean (K) <input type="checkbox"/> Mixed White and Black African (L) <input type="checkbox"/> Mixed White and Asian (M) <input type="checkbox"/> Any other Mixed background (please write in) (4) <input type="checkbox"/> Asian or Asian British Indian (5) <input type="checkbox"/> Asian or Asian British Pakistani (6) <input type="checkbox"/> Asian or Asian British Bangladeshi (8) <input type="checkbox"/> Any other Asian or Asian British background (please write in) (1) <input type="checkbox"/> Black or Black British Caribbean (2) <input type="checkbox"/> Black or Black British African (N) <input type="checkbox"/> Any other Black or Black British background (please write in) (7) <input type="checkbox"/> Chinese (A) <input type="checkbox"/> Any other ethnic group (Please write in)
MALE <input type="checkbox"/> FEMALE <input type="checkbox"/>	6. Do you consider yourself to have a disability or to be a deaf person? (Please see the definition of disability in the advice note 'How to complete the application form.') <input type="checkbox"/> YES <input type="checkbox"/> NO
3. I consider my marital status to be Please note: If you are widowed or divorced and you live alone, please tick 'Single'. Single <input type="checkbox"/> Married <input type="checkbox"/>	7. How did you find out about this job? (Please tick the appropriate box) Internal circular <input type="checkbox"/> Job Centre <input type="checkbox"/> Newspaper/Journal (please say which) <input type="checkbox"/> Internet (please say which site or other source) <input type="checkbox"/>

Thank you for your assistance. Your co-operation will help promote equality of opportunity

This is a physical or mental impairment that has a substantial and long-term adverse effect on an individual's ability to carry out normal day-to-day activities.

Advertising and recruitment are expensive, and as a public body using public funds we wish to ensure that this activity is appropriately carried out at minimum cost. Information on the places our applicants use when job hunting helps us to achieve better, more targeted and cost-effective recruitment in the future.

LANCASHIRE COUNTY COUNCIL
REHABILITATION OF OFFENDERS ACT 1974

Note of Guidance for Applicants

The Rehabilitation of Offenders Act (1974) is a piece of legislation protecting ex-offenders employment opportunities, although if you have convictions, you must disclose these until a certain length of time passes, and the conviction becomes 'spent'.

	Aged 17 or over on conviction	Aged under 17 on conviction
Prison (immediate or suspended sentence) or young offender institution: more than 6 months but less than 2.5 years	10 years	5 years
Prison (immediate or suspended sentence) or young offender institution: 6 months or less	7 years	3.5 years
Fine or community service order	5 years	2.5 years
Absolute discharge	6 months	6 months
Probation, supervision, care order, conditional discharge or bind-over	1 year or until order expires (whichever is longer)	
Attendance Centre Order	1 year after the order expires	
Hospital Order (with or without restriction order)	5 years, or 2 years after the order expires (whichever is longer)	

If you have been sentenced for any offence and the above periods of time have not passed you must declare the offence. If the period of time **has** passed you do not need to mention it on your application form.

There nevertheless remain certain job categories and classes of employment which are exempt from such time limitations. This means that convictions never become 'spent' if you are looking for work in certain job categories.

Exempted categories include employment connected with the provision of services for persons under 18 years of age or vulnerable adults.

Accordingly, if you are applying for a position which falls into one of these categories, you must declare any convictions you have had, regardless of whether or not any time limit has elapsed, unless these convictions have been filtered from your criminal record by the DBS. It does not mean that you cannot apply for the position. All appointments are considered on merit and individual consideration of the conviction and the circumstances. Further information on which offences need to be declared as part of your application will be forwarded to you if you are shortlisted for this position.

The information you provide will be treated in the strictest confidence. Having a conviction will not necessarily bar you from employment. However, failure to disclose convictions may result in the offer of employment being withdrawn, or if already appointed, you could be dismissed without notice.

Please bear in mind; you may be subject to a Disclosure and Barring Service Disclosure for posts working with children or vulnerable adults.

NOTE TO APPLICANTS

DISCLOSURE AND BARRING SERVICE

You will be aware that the post you are applying for involves you working with either children or vulnerable adults. It is therefore a post covered by the Rehabilitation of Offenders (Exceptions) Act 1975 and is a post regulated by the Disclosure and Barring Service.

If you are successful, you will be required to apply to the Disclosure and Barring Service for a 'disclosure', to confirm any records held, prior to any final appointment decision being made by the School/Authority. (Access to the on-line disclosure application system will be provided to you to enable you to apply at the appropriate time.)

Once your on-line disclosure application has been completed it will be forwarded to the Disclosure and Barring Service, who will undertake a check which will include:

- Details of convictions, including those 'spent' under the Act stated above.
- Cautions, etc. and (where appropriate) whether you are included on one of the barred lists preventing you from working with children and/or vulnerable adults
- Where appropriate, information taken from police records that a chief officer of a police force considers relevant to the application.

NB. A conviction is not necessarily a bar to recruitment, unless the Authority considers that the conviction renders you unsuitable for appointment. In making this decision, consideration will be given to the nature of the offence, how long ago and what age you were when it was committed and any other factors which may be relevant.

It is an offence for an individual who has been disqualified from working with children to knowingly apply for, offer to do, or accept or do any work in a regulated position.

An individual is disqualified from working with children/vulnerable adults if he/she is included on one of the lists of those disqualified from working with children and/or vulnerable adults.

CHILD PROTECTION POLICY STATEMENT

In this school, the welfare of the child is paramount. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff should understand their responsibility to safeguarding and promoting the welfare of children and young people. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should work, and be seen to work, in an open and transparent way.

Attitudes towards promoting and safeguarding the welfare of children and young people will be scrutinised during the selection process for the post that you have applied for. If you are appointed to this post, information in relation to safeguarding and protecting children and young people will be provided at induction. This practical guidance for safe working practice will provide information about which behaviours constitute safe practice and which behaviours should be avoided.

Enhanced Disclosure Statement

Mount Carmel is committed to safeguarding and promoting the welfare and safety of children and young people and expects all members of staff to share this commitment. Enhanced DBS check is required for this post.

Thank you for your interest in this position at Mount Carmel Roman Catholic High School. The post you are applying for involves working with young people. It is therefore exempt from the Rehabilitation of Offenders Act and any offer of employment will be subject to an Enhanced Disclosure.

As this post is exempt from the Rehabilitation of Offenders Act, you must declare any convictions, including pending convictions, cautions, reprimands and warning which would otherwise be regarded as 'spent' under this Act. Further details will be sought prior to appointment.

It is an offence to apply for a post if the applicant is barred from engaging in regulated activity relevant to children.

An Enhanced Disclosure is carried out by the Criminal Records Bureau and will check criminal records for information on any convictions, cautions, reprimands and warnings held on the Police National Computer and on local Police records.

All information on criminal records provided both by you and within the Enhanced Disclosure will be used & stored.

ATTENDANCE POLICY STATEMENT

This school is committed to achieving and maintaining a high level of attendance from all employees through the application of good management practice. All employees must recognise the importance of good attendance and ensure that any sickness absence is kept to a minimum.

Whilst supporting employees during periods of sickness, the School Management Team monitors levels of sickness absence in school regularly and takes action in accordance with the Guidelines adopted by the school to deal with unacceptable levels and frequency of sickness.

Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. All employees in this school must understand the importance of good attendance to the operation, performance and image of the school and must show a commitment to achieving and maintaining a high level of attendance.



Policy Statement on the Re-employment of ex-offenders (October 2021)

As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), Mount Carmel RC High School complies fully with the [code of practice](#) and undertakes to treat all applicants for positions fairly.

Mount Carmel RC High School undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.

Mount Carmel RC High School can only ask an individual to provide details of convictions and cautions that the school is legally entitled to know about. Where a DBS certificate at either standard or enhanced level can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended, and where appropriate Police Act Regulations as amended).

Mount Carmel RC High School can only ask an individual about convictions and cautions that are not protected.

Mount Carmel RC High School is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability or offending background.

Mount Carmel RC High School actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcomes applications from a wide range of candidates, including those with criminal records

Mount Carmel RC High School selects all candidates for interview based on their skills, qualifications and experience

An application for a criminal record check is only submitted to DBS after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a criminal record check is identified as necessary, all application forms, job adverts and recruitment briefs will contain a statement that an application for a DBS certificate will be submitted in the event of the individual being offered the position

Mount Carmel RC High School ensures that all those in Mount Carmel RC High School who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences

Mount Carmel RC High School also ensures that those involved in the recruitment process have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974

At interview, or in a separate discussion, Mount Carmel RC High School ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment

Mount Carmel RC High School makes every subject of a criminal record check submitted to DBS aware of the existence of the [code of practice](#) and makes a copy available on request

Mount Carmel RC High School undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment.

October 2021



Child Protection and Safeguarding Policy 2021 - 22

Policy Leader - DSL1	John Hill (AHT)
Backup DSLs	Dan Sweeney (AHT/SENCO) Paul Dugdale (DHT)
Safeguarding Governor	Peter Holden
Last Updated	September 2021
Approved by the Governing Body	Full governors 9 th September 2021
Date to Review	September 2022

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1. Context and Rationale

Mount Carmel RC High School fully recognises the contribution we can make to protect children from harm and to support and promote the welfare of all children who are pupils at our school. This policy applies to all stakeholders; this includes pupils, staff, parents, governors, volunteers, placement students and visitors.

This policy will give clear direction to all stakeholders about expectations and our legal and moral responsibility to safeguard and promote the welfare of all children at our school.

Mount Carmel RC High School is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken. We recognise that **no single professional can have a full picture** of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. It will be achieved by:

- Ensuring that members of the governing body, the headteacher, staff and all stakeholders understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the DSL. In addition, to ensure that staff are aware that ANYONE can make a referral.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children
- Endeavour to provide a safe and welcoming environment where children are respected and valued; where the voice of the child is listened to and is paramount
- Where it is believed that a child is at risk of or is suffering significant harm, the school will follow the procedures set out by our local Safeguarding Children Partnership arrangements.

https://panlancashirescb.proceduresonline.com/chapters/contents.html#ind_cases

2. Definitions

The terms “**children**” and “**child**” refer to anyone under the age of 18.

The purpose of this safeguarding policy is to ensure every pupil at Mount Carmel RC High School is safe and protected from harm. The Department for Education (DfE) ‘Keeping Children Safe in Education’ (September 2021), states 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 mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes

Children can abuse other children. This is generally referred to as **peer on peer abuse** and can take many forms. This can include (but is not limited to) bullying (including cyberbullying);

sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

For the purposes of this policy, “**sexual violence**” refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, “**sexual harassment**” refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
 - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
 - Sharing unwanted explicit content.
 - Upskirting.
 - Sexualised online bullying.
 - Unwanted sexual comments and messages, including on social media.
 - Sexual exploitation, coercion, and threats.

Upskirting refers to the act, as identified the Voyeurism (Offences) Act 2019, of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

Consensual and non-consensual sharing of nude and semi-nude images and/or videos, colloquially known as “**sexting**” and “**youth produced imagery**”, is defined as the sharing between pupils of sexually explicit content, including indecent imagery. **Indecent imagery** is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

Consent is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

3. Covid -19

Keeping Children Safe in Education 2021 (KCSIE) remains in force throughout the response to coronavirus (COVID-19). However, Mount Carmel RC High School recognises that further measures or adaptations to current policies and procedures may be required in response to the pandemic in 2021/22. Any such measures will be detailed and communicated through addendums to the policy, when necessary, and shared with all stakeholders. Mount Carmel RC High School will continue to follow local and national guidance and adapt/amend this policy if required.

4. Law and Guidance

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to:

- **Education Act 2002**: Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies) to have arrangements to safeguard and promote the welfare of children.
- **Working Together to Safeguard Children 2018** guides education establishments of their role within inter-agency working to safeguard and promote the welfare of children. This is **the government's statutory guidance for all organisations and agencies** who work with, or carry out work related to, children in the United Kingdom.
- **Keeping Children Safe in Education 2021**: The Department for Education (DfE) has updated the statutory safeguarding and child protection guidance for schools and colleges in England, Keeping children safe in education. This guidance sets out what schools and colleges in England must do to safeguard and promote the welfare of children and young people under the age of 18.

- **Guidance for Safer Working Practice (with Addendum April 2020)**
- **The Children Act 1989 & 2004**
- **The Prevent Duty –** The Prevent duty is **the duty in the Counter-Terrorism and Security Act 2015** that's sets out guidance for the LA and its partners to have due regard to the need to prevent people from being drawn into terrorism.
- **FGM** as set out in the Female Genital Mutilation Act 2003 ("the 2003 Act"), as amended by the Serious Crime Act 2015.

Relevant Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2021) 'Recruit teachers from overseas'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Prevent Duty Risk Assessment
- Anti-Bullying Policy
- Online Safety Policy
- Data Protection Policy
- Digital Communication Policy
- Whistleblowing Policy
- Staff Code of Conduct
- Behaviour Policy
- Anti-Bullying Policy

5. Roles and responsibilities

All staff have a responsibility to:

- Consider, at all times, what is in the best interests of the pupil with a **child-centred approach**
- Contribute to, and maintain a **high safeguarding ethos** within the setting, with safeguarding pupils at the forefront of practice at all times
- Ensure ALL children have opportunities to communicate and know that they are **listened to**
- Contribute to **providing a curriculum** which will equip children with the skills to keep themselves safe and develop an attitude which will enable them to enter adulthood successfully and reach their full potential

- Establish effective, supportive, and **positive relationships** with parents, carers, pupils and other professionals
- Maintain an attitude of '**it could happen here**' where safeguarding is concerned
- Be proactive to provide a **safe environment** in which pupils can learn
- Be prepared to **identify** pupils or families who may benefit from **early help**
- Be aware of the **school's individual procedures** that support safeguarding, including all policies, internal reporting procedures, information and training provided
- Be aware of the role and **identity of the DSL** and backup DSLs and seek them for advice if required
- Undertake **safeguarding training**, including online safety training, during induction and subsequently on a regular basis, including receiving bulletins, emails and briefings
- Be aware of the **local early help process** and understand their role in it.
- Be aware of, and understand, the process for making referrals to Children's Social Care, understanding that **anyone can make a referral**
- Understand how to make a referral to CSC and/or the police immediately, if at any point there is **a risk of immediate serious harm to a child**
- Be aware of and **understand the procedure to follow** in the event that a child confides they are being abused, exploited or neglected, in a timely manner
- Maintain appropriate **levels of confidentiality** when dealing with individual cases
- **Reassure victims** that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Be aware of **safeguarding issues** that can put pupils at risk of harm.
- **Be aware of behaviours linked to issues** such as drug-taking, alcohol misuse, deliberately missing education, and sharing indecent images, and other signs that pupils may be at risk of harm
- Be fully aware of the importance of **mental health in relation to safeguarding** and that all staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Teachers, including the headteacher, have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the '**Teachers' Standards**'.

The governing body has a duty to:

- Take **strategic leadership responsibility** for the school's safeguarding arrangements
- Ensure that the school **complies with its duties** under the above child protection and safeguarding legislation
- Comply with its obligations under section 14B of the Children Act 2004 to **supply the local safeguarding arrangements with information** to fulfil its functions
- Ensure that staff working directly with children **read and understand** at least Part one of KCSIE
- Ensure a **named Governor takes leadership responsibility** for safeguarding arrangements
- Appoint a member of staff from the SLT to the **role of DSL** and one or more deputy DSLs to provide support, and ensure that they are trained to the same standard as the

DSL and that the roles are explicit in their job description(s). Ensure the provision of appropriate support, funding, training, resources, and time to carry out their role

- Facilitate and support a **whole-school approach to safeguarding**; this includes ensuring that safeguarding and child protection are at the forefront and **ethos** remains consistently high
- Ensure **systems are in place so that children can confidently report abuse**, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible. Ensure that the **voice of the child** is heard and acted upon.
- Ensure **effective and appropriate policies** and procedures in place
- Make sure that **pupils are taught about safeguarding**, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum
- Adhere to statutory responsibilities by conducting **pre-employment checks on staff** who work with children
- Ensure the school has **clear systems and processes in place for identifying possible mental health problems in pupils**, including clear routes to escalate concerns and clear referral and accountability systems
- Make sure that at least one person on any recruitment panel has undertaken **safer recruitment training**
- Ensure that **all staff receive safeguarding and child protection training** updates, e.g. emails, as required, but at least annually, including a thorough induction
- Confirm that there are transparent procedures in place to handle **allegations against staff**, supply staff, volunteers and contractors
- Confirm that there are **procedures in place to make a referral to the DBS** and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned
- Ensure that appropriate disciplinary procedures are in place, as well as **policies pertaining to the behaviour of pupils and staff**
- Ensure that **procedures are in place to eliminate unlawful discrimination**, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Appoint a **designated teacher to promote the educational achievement of CLA** and ensure that this person has undergone appropriate training
- Ensure that the **appropriate level of check** is completed on Governors
- Create a culture where **staff are confident to challenge** senior leaders over any safeguarding concerns
- Ensure that **children are safe online** by ensuring that appropriate filters and monitoring systems are in place
- Ensure that **safeguarding is embedded within the curriculum**
- Ensure staff in school are aware of, and policies are personalised to reflect, an understanding of specific issues such as **peer on peer abuse** and safeguarding children with disabilities and special educational needs
- Ensure that all practice and procedures operate with the best interests of the child at the centre with a **firm child centred approach**.

The DSL has a duty to:

- Take **lead responsibility for safeguarding** and child protection, including online safety, creating and maintaining a highly visible safeguarding culture
- Provide **advice, support and expertise to other staff** on child welfare, safeguarding and child protection matters.
- **Take part in strategy discussions**, inter-agency meetings and Child Protection Conferences and/or support other staff to do so.
- **Contribute to the** assessment of children, and/or support other staff to do so
- **Be available** during school hours for staff to discuss any safeguarding concerns
- Arrange, alongside the school, adequate and **appropriate cover** for any activities outside of school hours or terms.
- Refer cases:
 - To CSC where abuse and neglect are suspected, and support staff who make referrals CSC
 - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme
 - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
 - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance
 - And to any other appropriate identified agency or partner.
- Act as a **point of contact** with the multi-agency partners
- Ensure **effective communication** and information sharing between backup DSLs/Pastoral Team/ SLT/Governance/ Head teacher.
- Liaise with staff when deciding whether to make a referral by **liaising with relevant agencies** so that children's needs are considered holistically
- Liaise with the **senior mental health lead** and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Promote **supportive engagement with parents** in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with relevant staff, **taking lead responsibility for promoting educational outcomes** for children, by understanding the lasting impact that adversity and trauma can have on children's behaviour, mental health and wellbeing, knowing the safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
 - Ensuring that the school knows which pupils have or had a social worker
 - Understanding the academic progress and attainment of these pupils
 - Maintaining a culture of high aspirations for these pupils
 - Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential
- Ensure that **child protection files are kept updated** and secure, monitoring the quality and accuracy of logs
- Ensure that a pupil's child protection **file is transferred** as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared to support a child's journey

- Ensure **all stakeholders understand the Child Protection Policy**, Keeping Children Safe in Education 2021 and internal procedures to report any concerns are transparent and understood by all. Ensure this information is given in **induction** and at regular intervals/ training
- Work with the governing board to ensure the school's Child Protection and **Safeguarding Policy is reviewed annually**, and the procedures are updated and reviewed regularly
- Ensure the school's **Child Protection and Safeguarding Policy is available publicly**, ensure that parents are aware of schools' responsibilities regarding safeguarding and child protection
- Undergo **DSL training**, and update this training at least every two years to remain compliant
- Ensure opportunities for **further training** and opportunities for upskilling are taken
- Encourage a culture of listening to children promoting **the voice of the child**
- **Recognise the importance of information sharing**, including within school, with other schools and with the safeguarding partners and other agencies by understanding relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR
- Undertake **Prevent** awareness training
- Be provided with appropriate support and **supervision** in order to carry out the role safely and effectively
- Liaise with the Local Authority Personal Advisors for any Care Leavers.

Mount Carmel RC High School recognises that backup DSLs must be trained to same standard as the DSL.

The designated teacher has a responsibility for promoting the educational achievement of CLA and previously CLA (PLAC), and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. In our setting, this is Mr Sweeney (backup DSL / AHT / SENCO)

6. Training and Induction

Mount Carmel RC High School recognise the importance of ongoing staff training and development to keep staff aware of emerging issues and keeping the ethos of safeguarding high. Everybody has a role to play in safeguarding our children and we strive to ensure all staff are well informed and know what to do if they have any concerns. Staff members will undergo safeguarding and child protection training at induction, which will be updated on a regular basis and/or whenever there is a change in legislation.

At the start of each year, training will cover who the DSL team are, the referral process if staff have concerns about wellbeing and any specific safeguarding concerns that are pertinent to the school. Staff will also undergo Hays Safeguarding training that is delivered online to include:

- The Child Protection and Safeguarding Policy
- The Peer-on-Peer Abuse and procedures.
- The Staff Code of Conduct
- Part one of 'Keeping children safe in education' (KCSIE) (or Annex A, if appropriate).

- The Behaviour Policy.
- The Children Missing Education Policy and / or The Attendance Policy, including the safeguarding response to children who go missing from education.
- Appropriate child protection and safeguarding training, including online safety training.
- Information about the role and identity of the DSL and deputy DSL(s)
- How to record concerns in your setting.

Records are kept of all training

Following induction, Mount Carmel RC High School recognises the need to ensure continual, effective training to staff and other stakeholders. We will:-

- ALL staff and volunteers will receive Safeguarding Training (at least) annually
- The DSL/s will provide ALL staff, volunteers and governors with regular safeguarding updates
- ALL staff, volunteers and governors will read and show an understanding of any updates that are provided
- DSLs will attend DSL training every 2 years and update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis
- The DSL will undertake Prevent awareness training
- At least one member of staff and one governor will attend Safer Recruitment Training. This will be renewed at least every 5 years
- ALL staff, volunteers and governors will undertake any additional specialised training on matters such as Child Sexual Exploitation, Prevent, Peer on Peer abuse, Online Safety, FGM etc as is deemed necessary by the DSL and that is particularly relevant to the context and needs of the setting
- any staff member will discuss any specific training requirements or gaps in knowledge or understanding with the DSL/s
- Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school
- Detailed records will be held of staff safeguarding training and ensure that no training becomes out of date.

7. Multi-Agency Working

The school contributes to multi-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements. Further details on www.lancashiresafeguarding.org.uk

The school will be fully engaged, involved, and share information with local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies.

The school will work with Children & Family Well – Being Team, CSC, the Police, Health services and other relevant partners and agencies for the benefit of families and children ensuring contribution to multi-agency plans to provide additional support.

Where a need for early help is identified, the school will allow access for CSC from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

Mount Carmel RC High School also recognises the particular importance of inter-agency working in identifying and preventing CSE and CCE.

Information sharing

The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL(s).

8. Early help

Early help means providing support as soon as the need emerges, at any point in a child's life. Staff at Mount Carmel RC High School recognise that any professional can provide early help. Any pupil or family may benefit from early help, but staff will be alert to the potential need specifically for early help for pupils who:

- Are disabled, have certain health conditions, or have specific additional needs
- Have SEND, regardless of whether they have a statutory EHC plan
- Have mental health needs
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Are frequently missing or going missing from care or from home
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation
- Are at risk of being radicalised
- Is misusing drugs or alcohol
- Have family members in prison, or are affected by parental offending
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse
- Misuse drugs or alcohol.
- Have returned home to their family from care
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.

- Are persistently absent from education, including persistent absences for part of the school day
- Show any other early signs of abuse, neglect any other identified reason not listed above that requires extra support or intervention to improve outcomes for families and children.

The DSL team will take the lead where early help is appropriate and consent has been gained. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required to help provide the right, effective support at the right time.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review assessing the impact of the support.

We therefore ensure that:

- All staff and volunteers can identify the risk factors that indicate a family or pupil may benefit from Early Help and can follow school procedures to share this with the DSL
- The DSLs together with the pastoral team will undertake a Family Early Help Assessment, when appropriate, to identify what Early Help is required
- DSLs will signpost and refer to appropriate support agencies
- DSLs will lead on TAF meetings where it is appropriate for them to do so
- DSLs will follow the local safeguarding processes and refer to Children's Social Care where Early Help has not been successful in reducing risk and meeting unmet needs using [Lancashire Continuum of Need and Thresholds Guidance](#)

9. Abuse and neglect

Abuse is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

Physical abuse is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child. Staff are aware of Female Genital Mutilation, a form of Physical abuse.

Emotional abuse is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. **It may involve seeing or hearing the ill-treatment**

of another. It may involve serious bullying, including cyberbullying, causing the child to frequently feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, but it may also occur alone.

Sexual abuse is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

Neglect is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- All staff will be aware of the indicators of abuse and neglect and be vigilant and always raise concerns with the DSL. All staff, especially the DSL and deputy DSL(s), will be aware that safeguarding incidents and/or behaviours can be associated with contextual factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can at risk of abuse or exploitation in situations outside their families (extra-familial harms.)
- All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, radicalisation and the sharing of indecent images.
- ALL staff understand that children who perpetrate abuse or display harmful behaviour should be treated as victims first and foremost and supported in the same way a victim of abuse would be supported - Risk Assessments will be undertaken where a child's behaviour poses a risk to others, themselves or the environment.
- ALL staff and volunteers understand that there are specific and emerging ways in which children can be abused and are aware of these specific issues, reporting any concerns, in the appropriate manner to the DSL. Specific issues include (but are not limited to):

10. Domestic abuse

In line with the Domestic Abuse Act 2021, **domestic abuse** is defined as abusive behaviour of a person towards another person where both are aged 16 or over and are personally connected. **Abusive behaviour** includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse.

The school will recognise the serious, long lasting emotional impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

Mount Carmel RC High School has commitment to Operation Encompass and informing all stakeholders of the initiative. The lead person for Operation Encompass is John Hill (AHT / DSL1). www.operationencompass.org

11. Homelessness

The DSL and deputy DSL(s) are aware of the contact details and referral routes into the Local Housing Authority so that concerns and support over homelessness can be raised as early as possible. Indicators that a family may be at risk of homelessness include:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because “they have to” or frequent moves.

Referrals to the Local Housing Authority do not replace referrals to CSC where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSC will be made as necessary where concerns are raised.

12. Children missing from education

Staff will be aware a child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, sexual and criminal exploitation, forced marriage, female genital mutilation or radicalisation. Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, in accordance with the start of year training. The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school’s permission for a continuous period of 10 school days or more.

Where reasonably possible schools and colleges **will hold more than one emergency contact number for their pupils and students.**

13. Child criminal exploitation (CCE)

Child criminal exploitation is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence (this could be online or through technology)

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.

The school will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that pupils of **any gender** are at risk of CCE.

School staff will be aware of the indicators that a pupil is the victim of CCE, including:

- Associating with other children involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs or alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Appearing with unexplained gifts, money or new possessions.

Criminal exploitation of children can include **County Lines**. This is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or criminal networks / gangs groom and exploit children and young people to carry drugs and money into one or more areas. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked or the purpose of transporting drugs and a referral to the [National Referral Mechanism](#) should be considered in addition to normal safeguarding procedures.

As well as the general indicators for CCE, school staff will be aware of the specific indicators that a pupil may be involved in county lines, including:

- Going missing and subsequently being found in areas away from their home.
- Having been the victim or perpetrator of serious violence, e.g. knife crime.
- Receiving requests for drugs via a phone line, moving drugs, collecting money
- Being found in accommodation they have no connection
- Owing a 'debt bond' to their exploiters
- Having their bank account used to facilitate drug dealing.

14. Child sexual exploitation (CSE)

Child sexual exploitation is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage, increased status or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence, this could be online or through technology.

The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the pupil's immediate knowledge, e.g. through others sharing videos or images

of them on social media. The school will recognise that CSE can affect any pupil who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes pupils aged 16 and above who can legally consent to sexual activity. The school will also recognise that pupils may not realise they are being exploited and they believe they are in a genuine romantic relationship.

School staff will be aware of the key indicators that a pupil is the victim of CSE, including:

- Appearng with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.
- Having older boyfriends or girlfriends.
- Suffering from sexually transmitted infections.
- Displaying sexual behaviours beyond expected sexual development.
- Becoming pregnant.

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered.

15. Modern slavery

Modern slavery encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism. (From The Modern Slavery Act 2015, Section 52) The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking':

16. FGM

FGM is defined as all procedures involving the 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.

All staff will be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with CSC and/or the police. The school's procedures relating to managing cases of FGM and protecting pupils will reflect multi-agency working arrangements.

As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are **legally required** to report to the police any

discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Teachers failing to report such cases may face disciplinary action. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSC as appropriate. **NB:** This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

All staff will be aware of the indicators that pupils may be at risk of FGM. While some individual indicators they may not indicate risk, the presence of two or more indicators could signal a risk to the pupil. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that a pupil may be at heightened risk of undergoing FGM include:

- The socio-economic position of the family and their level of integration into UK society
- The pupil coming from a community known to adopt FGM
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from PSHE
- Travel abroad or a long holiday with relatives to a country known to practise FGM.

FGM is included in the definition of **'honour-based' abuse (HBA)** which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

17. Forced marriage

Forced marriage is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Threats can be physical, emotional, or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent, e.g. due to some forms of SEND. Forced marriage is a crime in the UK and a form of HBA.

Staff who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSC, the police or the Forced Marriage Unit

18. Extremism & Radicalisation

Extremism refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces. **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The

use or threat of these actions must be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.

Protecting pupils from the risk of radicalisation is part of the school's wider safeguarding duties. The school will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in pupils' behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The school will work with local safeguarding arrangements as appropriate.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the pupil's parents, unless the school has reason to believe that the child would be placed at risk as a result.

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect pupils against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

- The Online Safety Policy will ensure the safety of children by ensuring they cannot access terrorist and extremist material when using the internet and that suitable filtering software is in place
- DSLs understand when it is appropriate to make a referral to the Channel Panel and are aware of how to do so.



The Prevent duty

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have "due regard to the need to prevent people from being drawn into terrorism", known as **the Prevent duty**, forming part of the school's wider safeguarding obligations.

The school's procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outlined in the Prevent Duty Policy.

Mount Carmel RC High School will ensure that ALL Staff, Governors and volunteers are informed and have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty.'

Prevent Lead	John Hill (DSL1 / AHT)
Prevent Governor Lead	Peter Holden
Prevent Curriculum Lead	Majid Khan

19. Private fostering

Where a period of UK homestay lasts 28 days or more for a child aged under 16, or under 18 for a child with SEND, this may amount to private fostering under the Children Act 1989. Where

the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

20. Pupils with family members in prison

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of '[Are you a young person with a family member in prison?](#)' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

21. Peer-on-peer abuse including sexualised abuse

Peer-on-peer abuse is defined as abuse between children.

Mount Carmel RC High School has a **zero-tolerance approach to abuse**, including peer-on-peer abuse.

Mount Carmel RC High School will refer to specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures. [5.31 Peer Abuse \(proceduresonline.com\)](#)

All staff will be aware that peer-on-peer abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of peer-on-peer abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that peer-on-peer abuse is not occurring. All staff will speak to the DSL if they have any concerns about peer-on-peer abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers, and will not tolerate abuse as "banter" or "part of growing up".

Peer-on-peer abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to the school's policy and procedures regarding peer-on-peer abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

The school's procedures for managing allegations of peer-on-peer abuse are outlined in the School Behaviour Policy. Staff will follow these procedures, as well as the procedures outlined in the school's Anti-Bullying Policy and Exclusion Policy, where relevant.

Mount Carmel RC High School and the DSL team will consider:

- the wishes of the victim in terms of how they want to proceed
 - the nature of the alleged incident
 - the ages of the children involved
 - the development stages of the children involved
 - any power imbalance between the children
 - is the incident a one-off or a sustained pattern of abuse
 - are there ongoing risks to the victim, other children, school or college staff
 - contextual safeguarding issues.
-
- **Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:**
 - the victim
 - the alleged perpetrator
 - all other children (and if appropriate adult students and staff).
 - Risk assessments will be recorded and kept under review as a minimum termly.

Examples of risk Assessments and Guidance below:



Lancashire Education
Risk Management Plans



Lancashire Risk
Management Plans

22. Serious violence

Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to:

- Increased absence from school.
- A change in friendships.
- Relationships with older individuals or groups.
- A significant decline in academic performance.
- Signs of self-harm.
- A significant change in wellbeing.
- Signs of assault.
- Unexplained injuries.
- Unexplained gifts or new possessions.

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

- Being male.
- Having been frequently absent from school.
- Having been permanently excluded from school.
- Having experienced child maltreatment or trauma.
- Having been involved in offending, such as theft or robbery.

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

23. Online safety and personal electronic devices

Mount Carmel RC High School will adhere to the Online Safety Policy at all times and is committed to keeping children safe online.

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

The school will ensure that suitable filtering systems are in place on ICT equipment to prevent children accessing inappropriate material. This system will be monitored and reviewed with any inappropriate behaviours or searches being followed up appropriately.

Further information regarding the school's approach to online safety can be found in the Online Safety Policy.

- When school become aware of an online safety issue that has occurred outside of school, it is managed in accordance with the school Online Safety Policy

Personal electronic devices

The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is implemented in accordance with the Digital Communications Policy.

Where photographs and videos will involve pupils who are CLA, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSL to determine the

steps involved. The DSL will, in known cases of pupils who are CLA or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.

Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures. Mount Carmel RC High School is committed to keeping pupils safe by ensuring that electronic devices such as cameras, phones and tablets are used in an appropriate manner.

School will therefore ensure that:

- parental consent is obtained to take and use photographs and/or videos of children, for use in school, to market the school or to share on social media / internet
- **staff, visitors, volunteers and students do not use their own mobile phones or devices to take or record any images of children.**

Upskirting

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. "**Operating equipment**" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

24. Sexting and the sharing of indecent images

Sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. (UKCCIS, 2016), It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. 'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

The school will ensure that staff are aware to treat the sharing of indecent images, including through sexting, as a safeguarding concern.

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sexting in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of sexting.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

Where a member of staff becomes aware of an incidence of sexting that involves indecent images of a pupil, they will refer this to the DSL as soon as possible. Where a pupil confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

- Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
- Tell the DSL immediately if they accidentally view an indecent image and seek support.

- Explain to the pupil that the incident will need to be reported.
- Respond positively to the pupil without blaming or shaming anyone involved, and reassuring them that they can receive support from the DSL.
- Report the incident to the DSL.

The DSL will attempt to understand what the image contains **without viewing it** and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:

- **Aggravated:** incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of pupils, including where there is an adult involved, where there is an intent to harm the pupil depicted, or where the images are used recklessly.
- **Experimental:** incidents involving the creation and distribution of indecent images of pupils where there is no adult involvement or apparent intent to cause harm or embarrassment to the pupil.

Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL should:

- Discuss this decision with the DSL team.
- Ensure the image is, where possible, viewed by someone of the same sex as the individual depicted.
- Ensure viewing takes place on school premises and with another member of staff present in the room – this staff member does not need to view the imagery.
- Record how and why the decision was made to view the imagery and this will be logged in CPOMS.

Where the incident is categorised as ‘aggravated’, the situation will be managed in line with the school’s Peer-on-Peer Abuse Policy. Where the incident is categorised as ‘experimental’, the pupils involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident. Where there is reason to believe that indecent imagery being circulated will cause harm to a pupil, the DSL escalates the incident to CSC. Where indecent imagery of a pupil has been shared publicly, the DSL will work with the pupil to report imagery to sites on which it has been shared and will reassure them of the support available.

25. Context of safeguarding incidents

Safeguarding incidents can occur outside of school and can be associated with outside factors. All staff, particularly the DSL and deputy DSL(s), will always consider the context of safeguarding incidents. Assessment of pupils’ behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to CSC or external agencies.

Pupils with SEND

When managing safeguarding in relation to pupils with SEND, staff will be aware of the following:

- Pupils with SEND or disabilities are nearly 4 times more likely to be a victim of abuse

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a pupil's indicators relate only to their disability
- Pupils with SEND can be disproportionately impacted by issues such as bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENCO, as well as the pupil's parents where appropriate, to ensure that the pupil's needs are met effectively.

26. Extracurricular activities and clubs

Extra-curricular activities and clubs hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSC or the police, if necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

27. Alternative provision

The school will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

28. Work experience

When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place. Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16.

29. Managing referrals

The reporting and referral process outlined in [Appendix B](#) will be followed accordingly.

All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed. When making a referral to CSC or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSC. Where CSC decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm. Where CSC decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support.

At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so. Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm. The school will work closely with parents to ensure that the pupil, as well as their family, understands the arrangements in place, such as in-school interventions, is effectively supported, and knows where they can access additional support.

30. Concerns about staff and safeguarding practices

If a staff member has concerns about another member of staff (including supply staff and volunteers), it will be raised with the headteacher. If the concern is with regards to the headteacher, it will be referred to the chair of governors.

Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy. If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

31. Allegations of abuse against staff

There are clear policies in line with those from the CSAP (Children's Safeguarding Assurance Partnership) for dealing with allegations against people who work with children.

All allegations against staff, supply staff, volunteers and contractors will be managed in line with the school's Whistleblowing Policy – a copy of which will be provided to, and understood by, all staff. The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties.

When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "low-level concerns". Allegations that meet the harms threshold include instances where staff have:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Committed or possibly committed a criminal offence against or related to a child.
- Behaved towards a child in a way that indicates they may pose a risk of harm to children.
- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

All staff at Mount Carmel RC High School are aware of these procedures and aware of the following expectations and protocol:-

- ALL staff and volunteers are aware that they must refer allegations or concerns around staff (including supply staff) conduct to the Headteacher
- ALL staff and volunteers are aware of the requirement to, and process of referring allegations or concerns around the Headteacher to the nominated Governor and how to contact them
- The Headteacher and/or Chair of Governors will discuss the allegation with the Local Authority Designated Officer (LADO)
- CSAP procedures for dealing with allegations against staff will be followed http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html
- ALL staff and volunteers remember that the welfare of the child is paramount and that they have a duty to inform headteacher if any adult's conduct gives cause for concern
- All staff recognise the importance of sharing and reporting low-level concerns surrounding staff or any adult in a position of trust to the headteacher.
- ALL staff are aware of the school's Whistle Blowing Policy which enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place
- Staff are fully aware of Guidance for Safer Working Practice and Staff Conduct Policy and are aware of professional expectations of their own behaviour and conduct.
- Further information, LADO information and flowchart of how allegations are managed: -



2021 LADO Flyer
May 2021.doc



2021 LADO
Allegations Notifica

Mount Carmel RC High School recognises that children may make disclosures against someone who is in a position of trust not in the school setting. This may be an adult in a place of worship, a sports coach or a club leader. After ensuring that the child is safe, we recognise that we must refer to the LADO and share information.

32. Safer recruitment

Mount Carmel RC High School is committed to keeping pupils safe by ensuring that adults who work or volunteer in school are safe to do so. We therefore ensure that:

- Lancashire County Council Human Resources Guidance is adhered to, to ensure that there is a strong reference and commitment to safeguarding during advertisement, selection and recruitment of new staff

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for teaching, training, instructing or the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

(Regular is defined as; at least 3 times in a 30-day period.)

The DfE's [DBS Workforce Guides](#) will be consulted when determining whether a position fits the child workforce criteria.

The governing board will conduct the appropriate pre-employment checks for all prospective employees, including internal candidates and candidates who have lived or worked outside the UK.

School will ensure that:

- The appropriate DBS and suitability checks will be carried out for all governors, volunteers, and contractors.
- The original DBS certificate is seen for all appointees to the school, even where the on-line DBS system indicates that the check is clear
- There are sufficient staff/Governors who have undertaken appropriate Safer Recruitment training in the last 5 years to enable at least one person on every recruitment panel to be appropriately trained and there are at least 2 people on each selection panel
- Covering (umbrella) letters will be obtained from agencies and other employers that provide staff to work in school to confirm that appropriate checks have been undertaken. Agencies will be requested to complete the checklist found at Appendix Q of the R&S Guidance.



Appendix Q -
Agency R&S checklist

- Individual identity checks will be undertaken on those staff detailed above to ensure they are employees of the named agency/employer
- A transfer of control agreement will be used where other agencies/organisations use school premises and are not operating under school's safeguarding policies and procedures
- Adults who are involved in the management or provision of child care of children in Early Years, or in out of school provision for children up to 8 years old, will make a declaration that they are not disqualified under the Child Care Act 2006.
- With regard to Disqualification Under the Childcare Act we will adhere to Guidance from [Lancashire County Council Human Resources](#)
- It is good practice to ensure that this declaration is renewed annually for those staff working in a relevant setting and evidenced using the LCC staff confirmation form (May 2021). This form will be retained and stored securely.



ANNUAL STAFF
CONFIRMATION FO



Guidance and
FAQs.docx



Staff declaration
form May 2021.docx

- When an issue is declared, advice will be sought from Ofsted about the need to apply for a waiver. If a waiver is necessary, a risk assessment will be carried out and proportionate measures put in place until a waiver has been issued or matters resolved. If it is not resolved, this must be reported:- disqualification@ofsted.gov.uk
- Advice will be sought from Human Resources, LADO and/or Schools Safeguarding Officers if any staff are unclear about any aspects of Safer Recruitment.

Referral to the DBS

The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity.

Single central record (SCR)

The school keeps an SCR which records all staff, including agency and third-party supply staff (for longer placements), and teacher trainees on salaried routes, who work at the school.

All members of the governing body are also recorded on the SCR.

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications, where required
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK
- Any other information deemed relevant.

If any checks have been conducted for volunteers or Governors, these may also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

The details of an individual will be removed from the SCR once they no longer work at the school.

33. Review

This Policy is subject to ongoing review; however, will be reviewed no later than September 2022.

Key Contacts, Roles and Training		
Designated Safeguarding Lead	John Hill	6 th January 2021
Backup DSLs	Dan Sweeney Paul Dugdale	6 th January 2021 1 st Nov 2019
Head teacher	Xavier Bowers	
Chair of Governors	Andrew Dabrowski	
Safeguarding Governor	Peter Holden	
Prevent Lead	John Hill	23 rd September 2021
LCC School Safeguarding Officers Victoria Wallace & Heather Fowler	01772 531196 school.safeguarding@lancashire.gov.uk	
LCC MASH Education Officers Matt Chipchase & Jennifer Ashton	Jennifer Ashton 01772 531643 jennifer.ashton@lancashire.gov.uk Matt Chipchase 01254 220989 matt.chipchase@lancashire.gov.uk	
LADO – Local Authority Designated Officer Tim Booth, Donna Green & Shane Penn	01772 536694 LADO.admin@lancashire.gov.uk	
MASH – Multi-Agency Safeguarding Hub	0300 123 6720 0300 123 6722 between 5.00pm - 8.00am	

[REDACTED]