

Phil Cooper and Nicola Noon

Safeguarding Matters

FAO Headteachers, Governors, Designated Safeguarding Leads and key professionals

All Schools

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We are here to help! How to contact us: safeguarding@si.liverpool.gov.uk

Clearly there should be no delay in ringing children's services or police when this is required. In addition, schools can seek advice from their local early help team or early help hub.



However, there are times when you might need additional third-party safeguarding advice and guidance. When this is necessary please email: safeguarding@si.liverpool.gov.uk and either **Phil or Nicky** will respond to your email as soon as possible.

Please state if the matter is urgent or non-urgent. For urgent matters please ensure you provide us with a mobile number and school number, including where possible a direct line.

For issues related to online safety colleagues can also contact **Paul Bradshaw**:
paul.bradshaw@si.liverpool.gov.uk

Paul Bradshaw's online safety update can be found here:
<https://www.schoolimprovementliverpool.co.uk/online-safety> and resources here:
<http://tinyurl.com/silonlinesafety1617>

Safeguarding Review/ Health Check

If any school would like to commission us to undertake a review of their key safeguarding practices then please contact us safeguarding@si.liverpool.gov.uk

North West Safeguarding Conference 21st January 2021

A Vision for Safeguarding - Book [here](#)



Our 5th annual North West Safeguarding Conference promises to be another engaging and thought-provoking day. This year's conference will examine the impact of exploitation and harm on children and young people, in particular criminal exploitation and county lines, and focuses on how professionals can address children's needs through a greater understanding of key issues. The conference will give delegates an opportunity to consider key safeguarding messages from a wide range of national speakers and experts in safeguarding to enable them to reflect on and further develop their own practice.

We are delighted to welcome the following keynote speakers:

- **Nazir Afzal OBE** the former Chief Crown Prosecutor
- **Martin Lennon** Head of Public Affairs at the Children's Commissioner's Office
- **Ellie Fairgrieve** Head of Delivery for Tackling Criminal Exploitation from The Children's Society,
- **Andrew Moffat** MBE founder of the No Outsiders programme (<https://no-outsiders.com/>)
- **Matthew Norford** CEO of 1Message and former gang member from Manchester

Key forthcoming safeguarding training for schools and educational settings

New to the Role of Designated Safeguarding Lead and Deputy Designated Safeguarding Lead
13th January 2021

Designated Safeguarding Lead or Deputy Designated Safeguarding Lead
Operation Encompass Key Adult twilight session
26th January 2021

Statutory Safer Recruitment training for school leaders and governors
2nd February 2021

All our training can be found on the School Improvement Liverpool website:
<https://www.schoolimprovementliverpool.co.uk/Training>

Multi-agency safeguarding training

Visit your local Safeguarding Children Partnership website for multi-agency training opportunities.

In Liverpool the training can be found here:
<https://ehd.liverpool.gov.uk/kb5/liverpool/fsd/home.page>

Key learning from audits/practice reviews

Schools should continue to make every effort not to exclude children with known safeguarding concerns as this may increase the risk towards them. If a child, with known safeguarding concerns, must be excluded then the school should undertake a risk assessment with partner agencies. The child's social worker should always be informed.

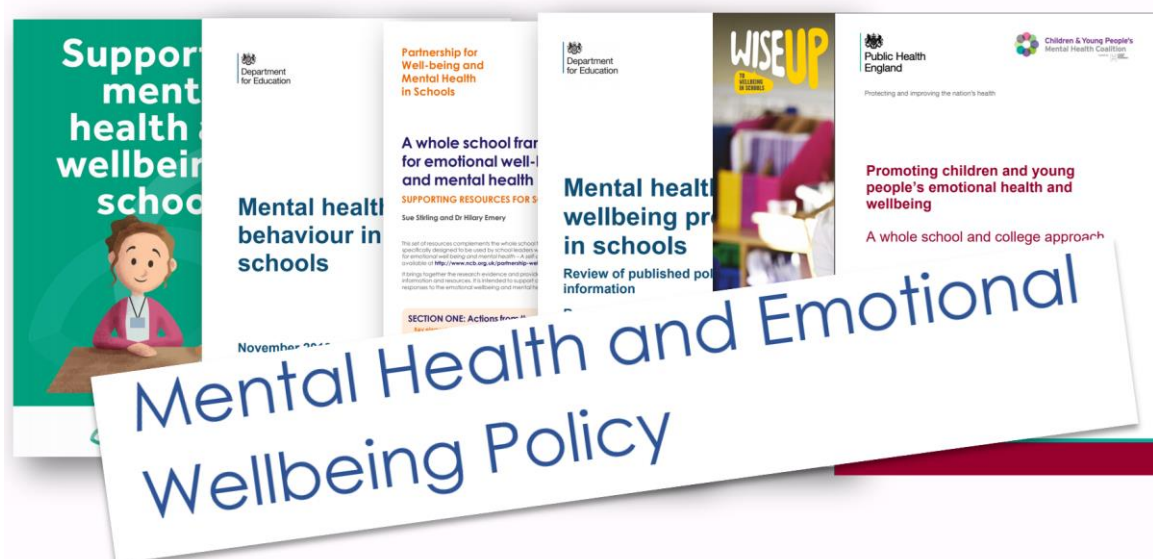
All staff should be aware of what might make a child more vulnerable to child exploitation in particular being excluded from school, missing school and poor attendance, additional special educational needs and attending alternative provision.

All agencies should escalate their concerns when a child's needs remain unmet or there is lack of agreement as to how to meet the targets in the multi-agency plan. Everyone should be able to follow local escalation procedures until there is a clear resolution.

The most often identified recommendation in serious case reviews is the need to share information in a timely way and to listen and respond to the child's views and wishes and understand their lived experiences.

Key messages/reminders from this term's Headteachers' Safeguarding Briefings and Refresher Training for Designated Safeguarding Leads in Autumn 2020

- In respect of safeguarding, Ofsted visits during the first term focussed on the effectiveness of schools in identifying and supporting children at risk of harm; the support and monitoring of children who weren't attending school; the continued focuses on managing allegations against staff and volunteer procedures and safer recruitment procedures. As always, Ofsted inspectors can draw upon [‘Inspecting safeguarding in early years, education and skills settings’](#) when considering the school's approach.
- Health and Safety ‘Spot checks’ undertaken by the HSE during the first term focussed on establishing that schools had carried out suitable and sufficient risk assessments and put in place measures to make the school COVID-secure in line with the latest government guidance.
- [The London Borough of Islington](#) produced model templates and policies for remote learning. Similarly, the [South West Grid for Learning](#) produced downloadable resources to support remote and blended learning.
- Schools should continue to develop a whole school approach to mental health and in line with KCSiE identify a senior mental health practitioner. Schools should ensure there are clear procedures for dealing with mental health concerns. Staff should be able to recognise that mental health issues can be linked to harm and abuse and follow the school's child protection procedures.



- Schools should draw upon a range of resources to develop their offer:

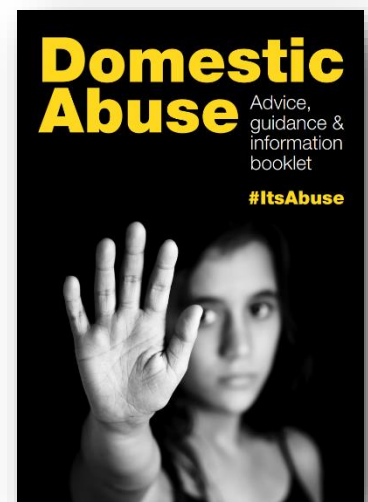
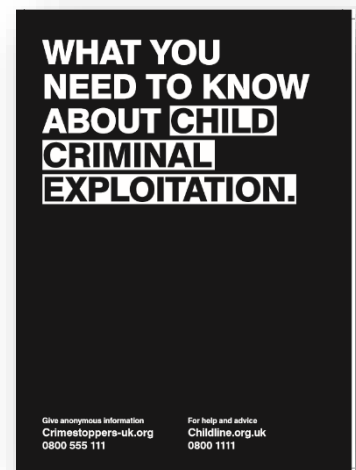


- Keeping Children Safe in Education (KCSiE) was revised in September 2020 providing **additional responsibilities for Designated Safeguarding Leads** to ensure they promoted the educational outcomes of vulnerable children and particularly those with a social worker. DSL's should consider how they share the needs of children with key staff and, alongside headteachers, report the outcomes to the governing body. School Improvement Liverpool's Schools' Safeguarding Handbook contains a **reporting to governors template** which has been updated to support this activity. Governors should consider whether the attendance, progress and other outcomes of children subject to Child in Need or Child Protection Plans are in keeping with their peers.
- Keeping Children Safe in Education has **revised the definition of an allegation** against staff to include supply teachers and volunteers so that headteachers act as 'case managers' and make appropriate referrals and undertake appropriate investigations for these groups also. The definition now includes a fourth bullet point considering someone's suitability to work with children. Schools should update their policies and procedures and share them with third party staff and volunteers alongside their employees. School Improvement Liverpool's Schools' Safeguarding Handbook provides model school procedures alongside the local safeguarding children partnership procedures.
- Keeping Children Safe in Education has within it a greater **emphasis on mental and physical health, domestic abuse and child exploitation** in response to the increased levels of harm in these areas. School leaders and governors should consider how they make staff aware of indicators of specific forms of harm and the impact of these issues on children.
- Schools should keep under review their '**staff behaviour policies**' commonly referred to as '**staff code of conduct**' or '**safer working practices guidance**'. These should reflect any additional guidance due to the pandemic. National safer working practices for those working in educational settings are available from the [Safer Recruitment Consortium](#). Both the original guidance and the Covid-19 addendum should be shared with all staff.
- All those working with children should have an understanding of **contextual safeguarding**. Staff should have opportunity to review the information shared in School Improvement Liverpool's Schools' Safeguarding Handbook and this [video](#).
- All those working with children should have an understanding of **adverse childhood experiences**. Staff should have opportunity to review the information shared in School Improvement Liverpool's Schools' Safeguarding Handbook and this [video](#)

- Headteachers and Designated Safeguarding Leads should be clear as to their responsibilities of **sharing safeguarding information** ahead of a child starting at a new setting and the **transfer of records**. A handover meeting/conversation before the child starts is critical. The new setting should receive all the relevant information it needs to plan any support needed. The child's safeguarding/child protection file should be transferred securely **no later than 5 days** after the child begins its new placement. Detailed guidance can be found in School Improvement Liverpool's Schools' Safeguarding Handbook. Headteachers should establish the process is undertaken in a timely way.
- Headteachers, school leaders and governors should consider how they draw upon the **quality assurance templates in the School Improvement Liverpool's Schools' Safeguarding Handbook**, particularly the **Headteachers' Quality Assurance Checklist** and **Single Central Record Template**. A model single central record template in excel format can be downloaded from the School Improvement Liverpool Website [here](#).
- Similarly, school leaders and governors should monitor the outcomes and quality of provision for those children attending **alternative provision** with the same rigour as those who attend the main school site. There should be a joined-up approach to monitoring safeguarding and attendance that promotes a shared responsibility. School Improvement Liverpool's Schools' Safeguarding Handbook provides a quality assurance template that be can be drawn upon by school leaders. Governors should compare the outcomes for those young people who attend alternative provision to their peers.
- School staff and leaders should be clear as to their own escalation procedures when a child does not attend school, including when a child suddenly stops attending. Schools' attendance policies should be updated to reflect their escalation procedures, including the circumstances when they might contact the police. Schools should have already implemented the guidance following the [Chadrack Mbala-Mulo](#) serious case review and this should be reflected in governors' minutes.
- Schools should revisit their supervision processes to ensure that all relevant staff are included and sufficient time is afforded to the activity. School Improvement Liverpool's Schools' Safeguarding Handbook provides additional guidance and a **supervision checklist**.
- Schools should consider how remote learning opportunities are supporting children with attendance issues to re-engage.
- Schools should review how they are supporting the implementation of local safeguarding partnership priorities particularly: recognising and responding to child exploitation and neglect; promoting early help; listening to the voice of the child; undertaking the **NSPCC Graded Care Profile assessment** with partner agencies; embedding the **'Signs of Safety'** approach and following local safeguarding escalation procedures when required.
- All staff should be able to recognise indicators of different forms of **neglect** and should understand the implications of missed medical appointments highlighted in the video ['Rethinking -did not attend'](#).



- The whole school community should be aware of Merseyside Police Criminal Exploitation [The Eyes Open campaign](#). The website has a downloadable educational resource written for young people and some posters to display in schools and settings. There are two videos giving a [parents'](#) and [young person's](#) perspective.
- Everyone should be able to recognise the [indicators of grooming](#) including [online grooming](#).
- All staff should have access to guidance about using [non-victim blaming language](#) including the [Children Society's Guidance](#).
- Every parent should be provided with the children's society's [guidance for parents/carers about criminal exploitation](#).
- Parents and professionals should have opportunity to review the NSPCC video about [child sexual abuse](#).
- School leaders should have readily available the national guidance as to ['When to call the Police'](#). The following link [here](#) helps schools connect with the local police team in their area.
- All staff should be aware of the indicators and impact of domestic abuse. The Women's aid [video](#) highlights this. All members of the school community should be aware of the domestic abuse helplines at the end of this briefing note. Merseyside Police provide a range of [local and national helplines](#). Other Merseyside Police guidance can be found [here](#) including a vital resource for adults ['It's abuse'](#).
- The [Bright Sky app](#) is an excellent resource for victims of domestic abuse.
- Children should be signposted to the [Hideout](#) resources and have opportunity (age appropriate) in a structured and safe way to watch this [video](#) about domestic abuse.
- Everyone should know how to [report harmful content online](#) and raise concerns directly with each provider:
Facebook: [How to report on Facebook](#)
Instagram: [How to report on Instagram](#)
Google: [Report inappropriate content](#)
Roblox: [Parent resources](#)
Twitter: [Report abusive behaviour](#)
Snapchat: [Report a safety concern](#)
- Parents should have access to the LGfL ['Scary Challenges'](#) guidance.
- Schools should draw upon ['Educated for a Connected World'](#) which describes the Digital knowledge and skills that children and young people should have the opportunity to develop at different ages and stages of their lives.
- The SWGfL [Professionals Online Safety Helpline](#) provides telephone support to colleagues facing online issues.
- The [Educational Support Helpline](#) 08000 562 561 provides support and counselling to educational colleagues.
- The NZ Keep it Real Campaign provides a number of videos for parents related to children's online behaviours and should have a huge impact raising awareness amongst parents:
[Parental supervision and controls](#)
[Online bullying](#)
[Online grooming](#)
[Online pornography](#)



- The [BBC Own IT website](#) is an excellent website for young people covering a range of issues. It includes the [Own IT app](#) which helps young people re-consider before posting inappropriate comments.
- [Meet the O2 Gurus](#) provides online technical support and [online safety advice](#) to parents in conjunction with the NSPCC.
- The '[Think you know](#)' website is an excellent resource about online safety for parents and young people and includes the recent new resource to support teaching young people about the pressures and risks surrounding sharing online 'nudes': '[Send me a pic](#)'
Guidance for young people can be found [here](#).
- The following link from CEOP found [here](#) should be available to all young people to help them report if they are worried about online sexual abuse or the way someone has been communicating with them online.
- All staff should have access to the NSPCC guidance about listening to a disclosure 'let them know you're listening' including a video and poster found [here](#).
- School leaders should evaluate the DfE best practice guidance for dealing with parental complaints, including a model policy template which can be found [here](#).
- School leaders should be aware of the DfE national guidance for [understanding and dealing with issues relating to parental responsibility](#).
- All parents should be reminded how to report crime anonymously to the [Crimestoppers](#) website.
- Children and young people should be aware of how to report crime anonymously to the [Fearless website](#).
- The [Carers Trust](#), [Children's Society](#), [Young Minds](#), [Childline](#) and [NHS](#) provide advice about young carers that should be signposted to young people and drawn upon to raise awareness by professionals.



Consultation about *proposed* changes to the DfE guidance 'Keeping Children Safe in Education'



Keeping children safe in education 2021

Government consultation

Launch date 10 December 2020
Respond by 04 March 2021

Schools can take part in the consultation [here](#).

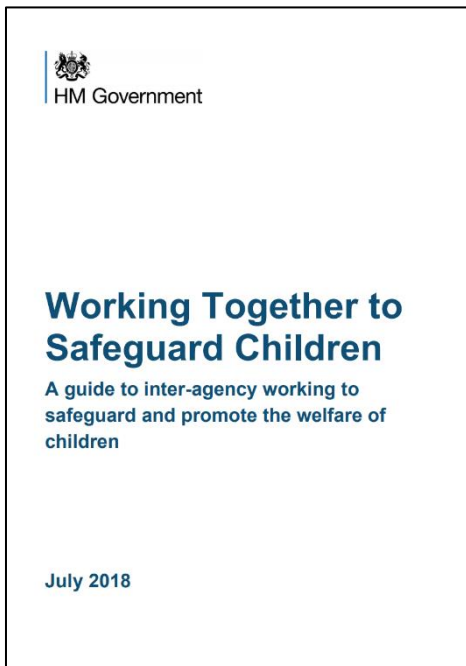
Appendix G of the *proposed* revised [guidance](#) includes a list of substantive changes. Some of the proposed changes include:

- Providing an abridged version of part 1 of KCSiE for those staff not regularly working with children
- Giving greater prominence to online safety in part 2 of the main body of the guidance
- A new paragraph to highlight the vulnerability of young people who attend alternative provision
- Guidance to Designated Safeguarding Leads to clarify the type of additional support that may be provided to children with a social worker to help them achieve their potential
- A new 'whole school approach to safeguarding' paragraph/section has been added to emphasise the need for a strategic and joined up approach with everyone contributing to the effectiveness of safeguarding

- The sections on managing allegations against staff and volunteers and separately safer recruitment have been substantially re-drafted to improve everyone's understanding
- There is a new paragraph/section on the use of school premises for non-school activities
- There are proposed changes to Part 5 of KCSiE relating to sexual violence and sexual harassment. The consultation relating to the statutory guidance can also be found [here](#).

Once these changes are finalised we will write again to schools, confirming the changes and highlighting the implications.

Revised 'Working Together to Safeguard Children' guidance.



The revised guidance can be found [here](#) and reflects a number of changes made to Keeping Children Safe in Education in September including:

- The definition of safeguarding has been revised to specifically mention 'physical and mental health'.
- The risks to young people outside the home are highlighted, including abusive teenage relationships
- The definition of an allegation has been revised in line with KCSiE
- There are additional references to domestic abuse and coercive and controlling behaviour
- The need to recognise emerging mental health issues as an indicator of abuse and harm is highlighted

New Resources/Guidance

A new Counter Terrorism website, [Act Early](#), promotes early detection. It encourages family and friends to call the Prevent advice line on 0800 011 3764.

The [Internet Watch Foundation](#) has launched 'game-changing' [chatbot](#) to target people trying to access child sexual abuse online. The aim is for the new chatbot to "target" users before they actually commit a criminal offence.

The DfE has produced non-statutory guidance for [keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings](#).



[‘Something’s not right’](#) is a national campaign led by the Home Office with the support of NSPCC, Barnardo’s and The Children’s Society.

‘The campaign follows evidence suggesting that young people faced a greater risk of sexual abuse, criminal exploitation and domestic abuse due to the impact of coronavirus. The monthly average number of Childline counselling sessions about domestic abuse and abuse increased by 20% and 22% respectively in April-July 2020, compared to

pre-lockdown levels.

The Internet Watch Foundation revealed that there were almost 9 million blocked attempts to access child sexual abuse material during the first month of restrictions alone. This trend has continued, with the charity revealing that in September, they received a 45% increase in calls reporting child abuse material online.’ SWGFL



The government guidance for everyone in the community can be found [here](#) and includes ‘what kind of signs to look out for’:

Abuse and neglect could fall under a number of categories, including domestic, physical, psychological and/or emotional, economic, or sexual.

Although not an exhaustive list, some signs to look for in contact with individuals at risk of harm or abuse include:

- unusual injuries, including bruises, burns, fractures, bite marks or signs of self-harm
- consistently poor hygiene, poor living conditions or inappropriate clothing
- communicating aggressively or using sexual language
- appearing withdrawn, guarded, anxious or frightened, particularly around certain individuals

- hearing or seeing shouting, violence or intimidation
- adults keeping children, or adults in need of support, from view, and
- unsupervised children visiting a house where only adults live.

Home - School Liaison Officer or School and Family Support Officer Job Role Template

Historically many schools have employed support staff to support the liaison between school and home, particularly around attendance and child welfare issues. Whilst there are often different job titles, key aspects of the role remain similar. In these difficult times, we would hope schools would protect these roles and where possible expand capacity. The following provides a useful template which draws together best practice.

Home - School Liaison Officer or School and Family Support Officer - Job Role Template

Main focus of the role:

1. To build positive relationships with children and families, enabling effective communication between school and home
2. To ensure children and families receive appropriate support, particularly through early help
3. To work with multi-agency partners, as part of the school's safeguarding team, to ensure children are safeguarded
4. To support children and families so that children attend school regularly and are 'included'
5. To ensure the views, wishes and needs of children are understood and promoted

Key activities associated with the role:

1. To undertake safeguarding training for Designated Safeguarding Leads and Deputy Designated Safeguarding Leads and work as part of the school's safeguarding team, contributing to the school's supervision meetings and 'team around the school meeting'.
2. To attend relevant multi-agency training, including the NSPCC Graded Care Profile², ensuring the learning is cascaded to other school colleagues and the school's practice develops.
3. To undertake relevant Early Help Lead Professional training in order to effectively undertake an early help assessment, taking on the role of lead professional or assisting others to take on this role.
5. To undertake or contribute to a NSPCC Graded Care Profile 2 Assessment, enabling families to receive appropriate support.
6. To liaise with the school's attendance officer, SENCO, school nurse, health visitors, Education Welfare Officer and other professionals, enabling a 'team around the family approach'.
7. To support the monitoring of children's attendance and the analysis of attendance data.
8. To undertake home visits and phone calls to families to promote effective communication and attendance.
9. To support families to learn more about the work of the school so that families engage effectively with the school.
10. To undertake 'voice of the child' activities and a child rights based approach, ensuring children's views and wishes are understood and contribute to effective assessment, planning and wider participation opportunities.
11. To participate in multi-agency meetings on behalf of the school, updating other colleagues as appropriate.
12. To develop an understanding of and develop links with local and national services, resources and agencies so that children and families can be better supported.
13. To develop an understanding of the impact of adverse childhood experiences on children, particularly the impact of neglect, criminal exploitation, mental health and domestic abuse, so that children and families receive appropriate multi-agency support.

14. To champion the needs of vulnerable students in particular 'young carers'; 'looked after children' and those with SEND so they are supported and included appropriately.

15. To develop and facilitate targeted group work, or individual sessions, with children who require additional intervention to support their wider needs including those children at risk of exclusion.

Operation Encompass

In Merseyside, all Operation Encompass contacts are now by email. In Liverpool these will go to the school's own safeguarding@schooldomain email address. It is vital that the Headteacher and all members of the safeguarding team have access to this account and receive email notifications linked to the account. You may want to email the police at safeguarding.referrals@merseyside.pnn.police.uk in the following circumstances:

- You receive information about a child that does not attend your school
- If your school does not receive an Operation Encompass email but you are made aware of domestic abuse that has occurred
- The Operation Encompass email arrives a number of days after the event.

Important changes to safer recruitment practices and pre-employment checks

We would strongly recommend that headteachers and organisations establish their processes and forms are up to date and compliant with these legislative changes.

It is likely we will offer short webinars to schools in January to support everyone's understanding.

1. Changes to criminal self-disclosures forms and application forms

On 28th November 2020, the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020 came into effect. This has a significant impact on recruitment processes within schools, particularly relating the information candidates are required to declare within a criminal self-disclosures and the information that will be filtered from an enhanced DBS certificate. As a recruiter, you must be clear regarding your responsibilities and must also ensure that all potential candidates are given the correct information in respect of these changes.

For some time we have advised schools that they should **no longer** be asking for a criminal self disclosure on the application form and should remove any 'Yes/No' answer boxes relating to this disclosure from their applications forms.

Instead, schools should **only ask shortlisted candidates** to complete a self-disclosure form prior to interview. Schools can draw upon the exemplar template attached, provided by the Safer Recruitment Consortium.

The documents referenced above should be updated to reflect further important changes announced by the government on the 28th November in respect of the ROA Exceptions Order and Part V of the Police Act 1997. Applicants/existing applicants will no longer have to self-disclose reprimands, final warnings, youth cautions and youth conditional cautions; and also certain minor spent convictions or adult cautions (simple or conditional), as these are considered as ‘protected’ when applying for roles that are subject to standard or enhanced Disclosure and Barring Service (DBS) checks. **These offences will now be filtered from and will not appear on any standard or enhanced DBS certificates.** Guidance issued by [Ministry of Justice \(MoJ\)](#) and DBS sets out that applicants are still required by law to self-disclose all unspent convictions and conditional cautions. In addition, spent cautions and convictions must be disclosed if they meet the circumstances in the table found [here](#).

With immediate effect, schools should amend their criminal self-disclosure forms, that are completed by applicants, after shortlisting and prior to interview, to ask the following two questions:

Do you have any unspent conditional cautions or convictions under the Rehabilitation of Offenders Act 1974? (Y/N)?

Do you have any adult cautions (simple or conditional) or spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020? (Y/N)?

In addition, the DBS also encourage organisations to include the paragraphs below in their standard application forms:

The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered ‘protected’. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Candidates should be sign posted to further guidance (found [here](#)) to support them to understand what they need to declare and what is protected. Suggested wording is below:

Please read the information [here](#) before answering the following questions. If you are unsure whether you need to disclose criminal information, you should seek legal advice or you may wish to contact Nacro or Unlock for impartial advice. There is more information on filtering and protected offences on the Ministry of Justice website. A flowchart to support you can be found [here](#).

Nacro - <https://www.nacro.org.uk/criminal-record-support-service/> or email helpline@nacro.org.uk or phone 0300 123 1999

Unlock – <http://hub.unlock.org.uk/contact/> phone 01634 247350 text 07824 113848

2. Current known implications of 'Brexit' on other safer recruitment checks and pre-employment checks

It is possible aspects of this guidance will be revisited in January as the government finalises the terms of its withdrawal from the EU.

Schools **do not** need to make retrospective checks for existing staff although if they are from the EEA or Switzerland and were living in the UK by 31 December 2020 they can apply to the EU Settlement Scheme. They have until 30 June 2021 to apply.

EEA teacher sanctions

From January 2021 schools will **no longer** be able to check for EEA teacher sanctions as the Teaching Regulation Agency will no longer maintain a list of EEA teachers with sanction. However schools **should** retain on their single central record evidence of those checks for current employees, if they were needed as part of the pre-employment checks.

Updated [government guidance](#) states '**instead, teachers will be asked to provide a letter of professional standing**'. Schools must continue to carry out safer recruitment checks on all applicants. For applicants that have lived or worked outside of the UK, schools must make any further checks they think appropriate so that relevant events that occurred outside the UK can be considered, including obtaining an enhanced DBS certificate with barred list information (even if the teacher has never been to the UK).

Teachers will be requested to provide proof of their past conduct as a teacher. This should be a letter of professional **standing issued by the professional regulating authority** in the country in which they worked. Such evidence can be considered alongside other information obtained through other pre-appointment checks to help assess their suitability.

Criminal records checks for overseas applicants

The Home Office provides [guidance on criminal records checks for overseas applicants](#)

These processes remain the same.

Right to Work in the UK

Government guidance to support the checking of job applicant's right to work in the UK can be found [here](#).

Checking a EU, EEA or Swiss citizens' right to work in the UK has not changed, even though the UK has left the EU. They can still use their passport or National Identity Card until 30 June 2021.

After 30 June 2021, the [new immigration rules for recruiting people from outside the UK will apply](#). You will not need to make retrospective checks for existing employees.

[You'll also need a sponsor licence](#) to employ EEA and Swiss citizens coming to the UK to work from 1 January 2021.

New immigration rules for recruiting people from outside the UK will apply

Guidance can be found [here](#).

From 1 January 2021, freedom of movement between the UK and EU will end and the UK will introduce an immigration system that will treat all applicants equally, regardless of where they come from. Anyone you want to recruit from outside the UK, excluding Irish citizens, will need to apply for permission first.

The requirements are different for each visa.

The new system will not apply to EEA or Swiss citizens you already employ in the UK. EEA and Swiss citizens living in the UK by 31 December 2020, and their family members, can apply to the EU Settlement Scheme. They have until 30 June 2021 to apply.

From 1 January 2021 you'll need to have a sponsor licence to hire most workers from outside the UK.

UK visa sponsorship for employers

You might need a sponsor licence to employ someone from outside the EU, Switzerland, Norway, Iceland or Liechtenstein to work for you in the UK.

This includes unpaid work, like running a charity.

You'll also need a sponsor licence to employ someone from the EU, Switzerland, Norway, Iceland or Liechtenstein coming to the UK to work from 1 January 2021.

Sponsoring someone does not guarantee that they'll be allowed to come to or stay in the UK.

Guidance can be found [here](#)

Recruiting teachers from overseas

The UK will introduce a [points-based immigration system from](#) 1 January 2021 which will change how you employ teachers who are not UK or Irish nationals. All overseas nationals arriving in the UK from 1 January 2021, including those from the [European Economic Area \(EEA\)](#) and Switzerland, will come under the UK's points-based immigration system. Most of the new immigration routes are now open for applications and employers can prepare for these changes now.

Irish citizens will continue to be able to enter, work and study in the UK as they do now.

Domestic Abuse helplines

Sadly, the coronavirus pandemic has led to an [increase](#) in domestic abuse.

Schools should revisit with staff and volunteers the nature of domestic abuse and the impact on children and families, drawing upon the guidance provided by the [NSPCC](#), [Royal College of Psychiatrists](#) and [Women's Aid](#).

The Children's Commissioner has produced a briefing paper on [children, domestic abuse and coronavirus](#)

This follows an earlier report highlighting the impact on [‘children living in households with the ‘toxic trio’ – mental health issues, parental substance misuse and domestic abuse’](#)

The [NHS website](#) provides useful guidance for parents/carers whilst also helping to develop staff and volunteers' awareness.

Similarly the [NSPCC website](#) provides summary guidance and signposts to national support agencies for adults and children, including those who are worried about their behaviour.

The government has provided the following key guidance:

[Covid-19: Support for victims of domestic abuse](#)

[Domestic abuse: How to get help for you or someone you know](#)

The charity [Save Lives](#) has produced guidance for victims of domestic abuse which helps people consider safety planning. Safe Lives also produces a [knowledge hub](#) with videos exploring different forms of domestic abuse.

A number of pharmacies have teamed up to ensure their consultation rooms also sign post people to domestic abuse support services, providing [‘safe spaces’](#).

The [Social Care Institute for Excellence](#) also provides comprehensive guidance.

The [Liverpool Early help Directory](#) provides a list of local domestic abuse services.

[Covid-19: Support for victims of domestic abuse](#)

[Domestic abuse: How to get help for you or someone you know](#)

[What to do if you need urgent police help through the 999 service, but can't speak](#)



Domestic Abuse Helplines/Services:

National

[Women's Aid](#) provides support for victims of domestic abuse

[Respect](#) Domestic Abuse Charity Helpline

0800 2000 247

[Galop](#) (LGBT+ anti-violence charity)

0800 999 5428

Chayn provides support for victims of domestic abuse in a variety of languages	
Karma Nirvana provides support for honour based abuse	0800 5999 247
Refuge	0800 2000 247
Victim Support	0808 16 89 111
LGBT Foundation	0345 330 30 30
Forced Marriage Unit	020 7008 0151
Freedom Charity works to combat forced marriage	0845 607 0133
The Freedom Programme free information for victims	01942 262 270
Rights of Women provides free legal advice for women	020 7251 6577
RCJ Advice provides free legal advice for women	0203 745 7707
Domestic Abuse Organisations	
Citizens Advice	03444 111 444
GOV.UK (Covid-19 Guidance)	
GOV.UK Domestic Abuse	
NSPCC	
Barnardo's	
NHS	

Liverpool

RASA Rape and sexual abuse support	0151 666 1392
Victim Care Merseyside local support for victims	
Liverpool Domestic Abuse Services	0151 263 7474
Merseyside Domestic Violence Service	0780 272 2703
South Liverpool Domestic Abuse Services	0151 494 2222
Ruby Project (Royal Liverpool Hospital)	0771 428 9180
Savera UK (honour based abuse & harmful practice specialist)	0800 107 0726
Worst Kept Secret (Merseyside helpline)	0800 028 3398
Amadudu Women's Refuge	07801 597 066
	0151 734 0083

Support for children:

Young Persons Advisory Service (YPAS Liverpool)	0151 707 1025
Childline (NSPCC)	0800 1111
The Hideout support for children who experience domestic abuse	
Love Respect advice about abusive relationships	

Support for men:

[Men's Advice Line](#) (Freephone)

0808 801 0327

[Man Kind](#) support for male victims of domestic abuse

01823 334244

Mental Health

The [NHS](#) has produced guidance and helplines on a range of mental health issues.

[Liverpool CAMHS](#) provides guidance for when people need mental health support or are in crisis.



[Liverpool Learning Partnerships](#) has also developed a bank of key resources.

Government guidance in response to mental health Covid-19 can be found [here](#).

[Samaritans](#)

[Childline](#) (NSPCC) 0800 1111

[Kooth](#) an online community providing support for mental wellbeing for adolescents

[CAMHS](#) child and adolescent mental health services

[Beacon Counselling Trust](#) local counselling charity

[Chasing the Stigma](#) mental health charity to normalise and humanise mental health issues

[Education Support](#) charity to support the mental health of professionals

[Mind Ed](#) advice and resources for professionals and all adults

[Papyrus](#) charity dedicated to the prevention of suicide amongst young people

[Place 2 Be](#) school-based support and counselling; also provides advice for under 18s

[Hub of Hope](#) mental health guidance

[Association for Young People's Health](#) resources and information for both adults and children

[Young Minds](#) advice and guidance for both adults and children

[We are with you](#) support for adults and young people