



SAFEGUARDING POLICY

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|------------------------------|----------|---------------|--|
| APPROVED | May 2015 | | |
| REVIEW DATE | | | |
| SIGNED PRINCIPAL | | PRINT NAME | |
| SIGNED CHAIR OF GOVERNORS | | PRINT NAME | |

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This child protection policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the Academy.

In particular, this policy should be read in conjunction with:

- Staff recruitment and selection policy
- Behaviour policy
- Attendance policy and procedures
- Care and control policy
- Anti-bullying policy
- Professionalism and code of conduct policy
- E-safety policy

The policy takes full account of and reflects current guidance. Keeping Children Safe in Education (April 2014) and Working Together to Safeguarding Children. (2013).

Safeguarding mission Statement

Hope Academy is a learning community in which all members can thrive, regardless of culture, race, religion, gender or individual need. We hope to inspire and challenge all to succeed in learning for life; to know and care for each individual; and create a safe supportive community, working to educate the citizens of today.

Purpose of the policy

To inform staff, parents, volunteers and governors about the Academy's responsibilities for safeguarding children. To enable everyone to have a clear understanding of how these responsibilities should be carried out.

School staff and volunteers

All Academy staff have a responsibility to provide a safe environment in which children can learn.

Academy staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All Academy staff receive appropriate safeguarding children training (detailed training every 3 years and on-line updates each year), so they are knowledgeable and aware of their role in the early recognition of the indicator of abuse or neglect and of the appropriate procedures to follow. Any additional training needs for individuals or regarding specific issues, (e.g. domestic violence) which arise will be addressed through additional CPD.

Temporary staff and volunteers are made aware of the safeguarding policies and procedures through induction and are provided with written information for reference.

The policy is applicable during all on and off-site activities undertaken by students whilst they are the responsibility of the Academy including when involved in alternative provision. All adults working in the Academy (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Person with responsibility for child protection.

All staff who work with children have a responsibility to refer safeguarding concerns to the Senior Designated Person for Child Protection in the first instance. However if; they feel that: concerns are not taken seriously or actions to safeguard a child are not taken by professionals and the child is considered to be at risk of harm then staff should speak to the Principal immediately and in extreme cases contact St Helens Children's Services on 01744 676663 (if the pupil does not live in St Helens please seek support from the relevant Social Services authority)

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(Concerns should always lead to help for the child at some point, refer to Keeping Children Safe in Education part 1 'Information for Staff' DfE 2014 - Appendix 2)

Pupils are made aware that there are adults in school who they can approach if they are worried.

This information is provided through whole school assemblies, form tutor delivery and opportunities within the curriculum. Hope Academy's mission statement and regular reminders of the designated people are exhibited via the big screen(s)/notice boards around the Academy and through our website.

Roles and responsibilities

The Senior Designated Person (SDP) or (Child Protection Officer CPO)

The Designated Person is: Mrs Sally Jones - Assistant Principal

The Deputy Designated Person(s): Mrs Julie Owen - Lead Pastoral Manager and Mrs Denise Patrick - Inclusion Base Manager

The role of the Designated person is to: -

Managing referrals:-

Refer all cases of suspected abuse to the LA Children's Social Care and;

- Police if a crime has been committed
- Liaise with the Principal to keep him informed regarding child protection issues
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies

Training:-

The SDP(s) receive training every 2 years in order to;

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

Raising awareness:-

The SDP ensures that the Academy's policies are known and used appropriately.

Ensure the Academy Child Protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly and work with the governing body to ensure that they carry out their statutory duties.

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Ensure that the leadership team is made aware in trends of behaviour that may affect pupil welfare and if necessary arrange appropriate training.

Ensure the Child Protection policy is available publically and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the duties of the academy in this

Link with St Helens LSCB to make sure that staff are aware of training opportunities and the latest local policies on safeguarding

Where children leave the Academy, ensure their Child Protection file is copied for any new school or college as soon as possible but transferred securely and separately from the child's main file

Supporting vulnerable Students and those on a Child Protection (CP plan)

Careful attention will be paid to monitoring the attendance, welfare and progress of any child about whom the Academy has concerns or who has been identified as a subject of a CP plan and a written record will be held securely.

If a pupil who is or has been subject to a CP plan changes school the SDP will inform the social worker responsible for the case and transfer the appropriate records to the SDP at the receiving school in a secure manner and separate from the child's academic file

Procedures to follow in the case of a referral.

1. When the Designated Person has been informed of a case of suspected abuse, or of a young person who may be at risk of abuse, he/she will straight away refer the matter to Social Services. Social Services will then advise the Designated Person regarding any contact with the family, as it is the responsibility of the Social Services Department to inform the parents if the allegation involves a member of the child's family. Referrals must be discussed with parents unless it places the child at further risk to do so.
2. If the allegation involves someone other than a member of the child's family the matter should still be reported to Social Services but as the child may not be at immediate risk the Social Services Department may not need to respond so urgently. The child's parents/ carers must be informed and the procedure for doing this should be agreed with Social Services.
3. If the allegation of child abuse is made against a member of staff the Principal should be informed immediately and the procedures outlined in policy "allegations against staff" must be followed.
4. Where it is suspected that a student might be at risk of significant harm, nothing will be said to the student's parent/carer without the approval of the Designated Person and, as appropriate, the Social Services Department. Where a student sustains physical injury or is distressed as a result of reported chastisement or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported to Social Services/police for investigation. Referrals to Social Services will be confirmed via email to St Helens Adult and Children's Team.
5. In circumstances where a student has an unexplained or suspicious injury that requires urgent medical attention, the Child Protection referral process should not delay the administration of First Aid or emergency medical assistance. If a student is thought to be at immediate risk because of parental violence, drunkenness or other incapacity or, for example, from threats to remove the student during the Academy day, then urgent police intervention will be requested.

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The role of the governing body is to: -

Governing bodies must ensure that they comply with their duties under legislation. They must also have a record of this guidance to ensure that the policies, procedures and training in their Academy are effective and comply with the law at all times

Nominated governor for child protection is Fran McCaul

The responsibilities placed on governing bodies include;

- their contribution to inter agency working which includes providing a coordinated offer of early help when additional needs of children are identified
- ensuring that an effective and up to date Child Protection policy is in place together with a staff behavior policy
- appointing a designated safeguarding lead who should undergo child protection training every 2 years
- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders of any safeguarding concerns
- making sure children are taught how to keep themselves safe
- receiving regular reports on Safeguarding and Child Protection policies and procedures and their impact.

The role of the staff is to: -

It is imperative that if any member of staff is concerned about a child, he or she must inform the SDP. The member of staff must record information regarding the concerns as soon as possible and the same day using a yellow safeguarding form (appendix 1). The recording must be a clear, precise, factual account of the observations. The SDP will decide what action, if any, should be taken and whether the concerns will be referred to Social Services.

Staff must not offer absolute confidentiality. It should be explained that staff have a responsibility to share information with those adults who will be able to help protect them from harm. They should be reassured that only staff who need to know about it will be told. This could result in the student not continuing the conversation, in which case do not pursue the matter and report concerns to the Designated Person.

If a student begins to confide any matter involving alleged abuse, whether physical, emotional or sexual, to a member of staff, they should follow the following guidelines:

- Don't make any promises to the student.
- Stay calm and reassuring.
- Explain that you cannot promise to keep what they tell you as a secret, in their own interest. You may have to inform the Designated Person.
- Listen to the student rather than directly question them.
- Do not press them for details or ask leading questions.
- Ask the student if they have told anyone else. The report should state the time, date, circumstances and who else was present as well as giving exact details of what the student said quoting the exact words used. Signs of physical injury should also be recorded and position of injury indicated on a diagram. Reports should be objective and based on evidence; they should distinguish between fact, observation, allegation and opinion.

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- Inform the Designated Person and hand them the detailed account on a yellow form as this may be needed as evidence in court/child protection proceedings. Assure the student that they have done the right thing and you know how difficult it is to talk about such experiences. Do not keep a copy of the form.
- The welfare of the student is paramount; therefore all situations must be treated with sensitivity. The teacher should not reveal his/her own feelings to the student.
- Decisions regarding photographic recording of evidence and full medical examinations should be left to Social Services and the police.

We also recognise that staff working in the Academy, who have become involved with a student who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such member of staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support as appropriate.

Partnership with parents

Hope Academy publish the full Child Protection policy and a simplified safeguarding booklet on the website for information.

Parents will be informed prior to referrals unless to do so would place the child at increased risk of significant harm by:

- The possible response from parents
- Leading to an unreasonable delay
- Leading to the risk of loss of evidential material
- Placing a member of staff from any agency at risk

Allegations against staff/volunteers

We understand that a student may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform a senior leader, preferably the SDP who will in turn inform the Principal. If the allegation concerns the Principal, the Chair of Governors should be informed directly. Should a member of staff need to use the direct line to the LA (LADO), the number is 01744 671265

The Academy will follow the procedure outlined in the Academy Policy for Managing Allegations against Staff, a copy of which will be readily available to all staff. The flow diagram of the procedures regarding this is available in the staff post room for information Staff training and awareness

Whistleblowing

We recognise that students cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

The Academy will follow the procedure outlined in the Academy Policy for whistleblowing which is readily available for staff. The procedures regarding this are available in the staff post room for information, staff training.

Physical intervention

Our policy of physical intervention by staff is set out in a separate policy document and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times, it must be the minimal force necessary to prevent injury to another person. TEAM Teach techniques are used within the Academy and we comply with St Helens guidance for reporting such incidents via the 'bound and numbered book'.

We understand that physical intervention of a nature, which causes injury or distress to a student, may be considered under child protection or disciplinary procedures.

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Bullying

Our anti-bullying policy is set out in a separate document and acknowledges that to bully any student or allow or condone bullying may lead to consideration under child protection procedures.

Racist incidents

Our policy on racist incidents is set out in a separate document and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Official recording of incidents of racism/hate crime/extremism and bullying is through our IRIS on-line reporting system and also preferably followed up with a verbal referral to the SDP/Head of Year/Leadership team to ensure the issue is dealt with swiftly.

Attendance

Please refer to the Academy's Attendance Policy for further details.

Pupils not attending the Academy and where we have received no communication from a parent or carer regarding the absence will be followed up with a first day text/email response 'Parent call'. If no further information is received regarding the absence and pupil remains absent for a further 2 days, a home visit will ensue. The Education Welfare Team will be informed and subsequent follow up will then be actioned.

In the cases of Alternative provision, protocol will be followed in accordance with the local authority guidance.

Ray Charnock is specifically deployed for the alternative provision cohort and is the communication point between parents, Academy staff and providers to ensure accurate records of attendance are maintained. This is completed at agreed times due to variation in start and finish times at the different provisions. Welfare calls and visits are also completed at appropriate points to ensure that we comply with all of the necessary components of health and safety, pupil welfare checks and staff/parent contact for absent pupils.

Prevention

We recognise that the Academy plays a significant part in the prevention of harm to our students by providing students with good lines of communication with trusted adults, supportive friends and an ethos of protection. The Academy community will therefore:

- Establish and maintain an ethos where students feel secure and are encouraged to talk and are always listened to.
- Establish a pastoral system which will encourage students to seek help when they are worried or have concerns.
- Ensure, to the best of our ability, that all computer equipment and Internet access within the Academy will be subject to appropriate 'parental controls' and Internet safety rules. Please refer to the Academy's E safety policy.

The Academy acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our students for the responsibilities of adult life and citizenship. It is expected that all subject leaders will consider the areas that exist in their area of responsibility for addressing personal safety issues. The PSHE and Citizenship curriculum will be used, to inform students how to keep safe and to know how to ask for help if their safety is being threatened. As part of developing a healthy, safe lifestyle, students will be taught, for example:

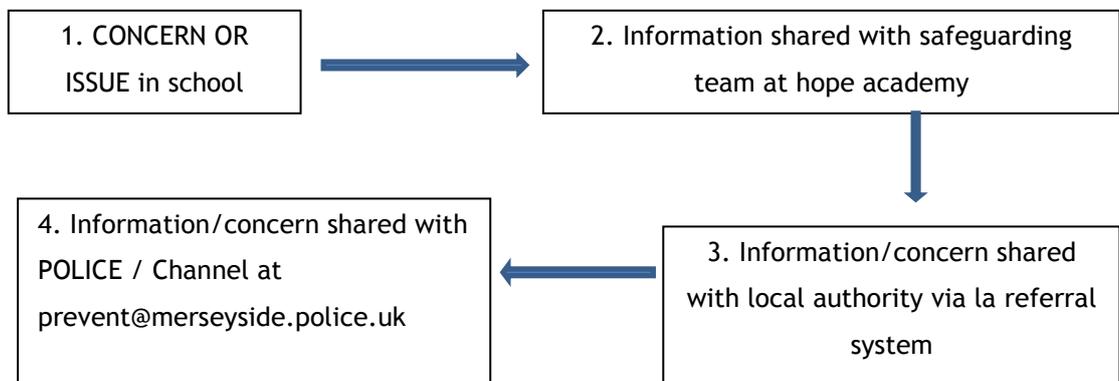
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- To recognise and manage risks in different situations and then decide how to behave responsibly.
- To judge what kinds of physical contact are acceptable and unacceptable.
- To recognise when pressure from others (including people they know) threatens their personal safety and well-being, including knowing when and where to get help.
- To use assertiveness techniques to resist unhelpful pressure.

As of 1st July 2015 Schools are required to play their role in tackling radicalisation and extremism. Schools must provide information and act if they are concerned about these issues. Prevent Duty Guidance - Hope Academy 2015-16 - See Appendix 3 to this Safeguarding Policy.

The school action is as follows if there is a concern.



*Channel forms a key part of the Prevent strategy.

The process is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism.

Monitoring, evaluation and review:-

This policy will be reviewed annually by the governing body. It will be implemented through the Academy's induction and training program and as part of day to day practice. Compliance with the policy will be monitored by the SDP and through staff performance measures.

Statutory framework:-

In order to safeguard and promote the welfare of children, the Academy will act in accordance with the following legislation and guidance:-

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- LSCB guidance
- Keeping Children Safe in Education (DfE April 2014 + update March 2015)
- Keeping Children Safe in Education; information for all Academy staff (DfE 2014) - Appendix 2
- Working together to safeguard children (DfE 2013)
- The Education (pupil information) (England) regulations 2005

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Appendix 2 – Safeguarding information for staff ‘Keeping Children Safe in Education’ DfE 2014

Part one: Safeguarding information for all staff

What school and college staff should know and do

1. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

2. Children includes everyone under the age of 18.

3. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.¹ Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.²

1 Such action might be taken under section 47 and section 44 of the Children Act 1989.

2 Such action might be taken under section 17 of the Children Act 1989.

3 Department for Education guidance: Working Together to Safeguard Children 2013

4 The Teachers’ Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are covered by the 2012 appraisal regulations.

The role of the school or college

4. Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children 2013*.³ Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

5. Each school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children’s social care.

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The role of school and college staff

6. The *Teacher Standards 2012*⁴ state that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

7. All school and college staff have a responsibility to provide a safe environment in which children can learn.

8. All school and college staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

9. In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual children.

What school and college staff need to know

10. All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's or college's child protection policy; the school's or college's staff behaviour policy (sometimes called a code of conduct); and the designated safeguarding lead.

11. All staff members should also receive appropriate child protection training which is regularly updated.

What school and college staff should look out for

12. All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

13. Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

14. There are various expert sources of advice on the signs of abuse and neglect. Each area's Local Safeguarding Children Board (LSCB) should be able to advise on useful material, including training options. One good source of advice is provided on the NSPCC website. Types of abuse and neglect, and examples of specific safeguarding issues, are described in paragraphs 20-25.⁵

15. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to children's social care.

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16. A child going missing from education is a potential indicator of abuse or neglect. School and college staff members should follow the school's or college's procedures for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. More information can be found in this [guidance about children who run away or go missing from home or care](#).

5 Department for Education (DfE) training materials on neglect

What school and college staff should do if they have concerns about a child

17. If staff members have concerns about a child they should raise these with the school's designated safeguarding lead. This also includes situations of abuse which may involve staff members. The safeguarding lead will usually decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly.⁶ Where a child and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

18. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

19. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.⁷

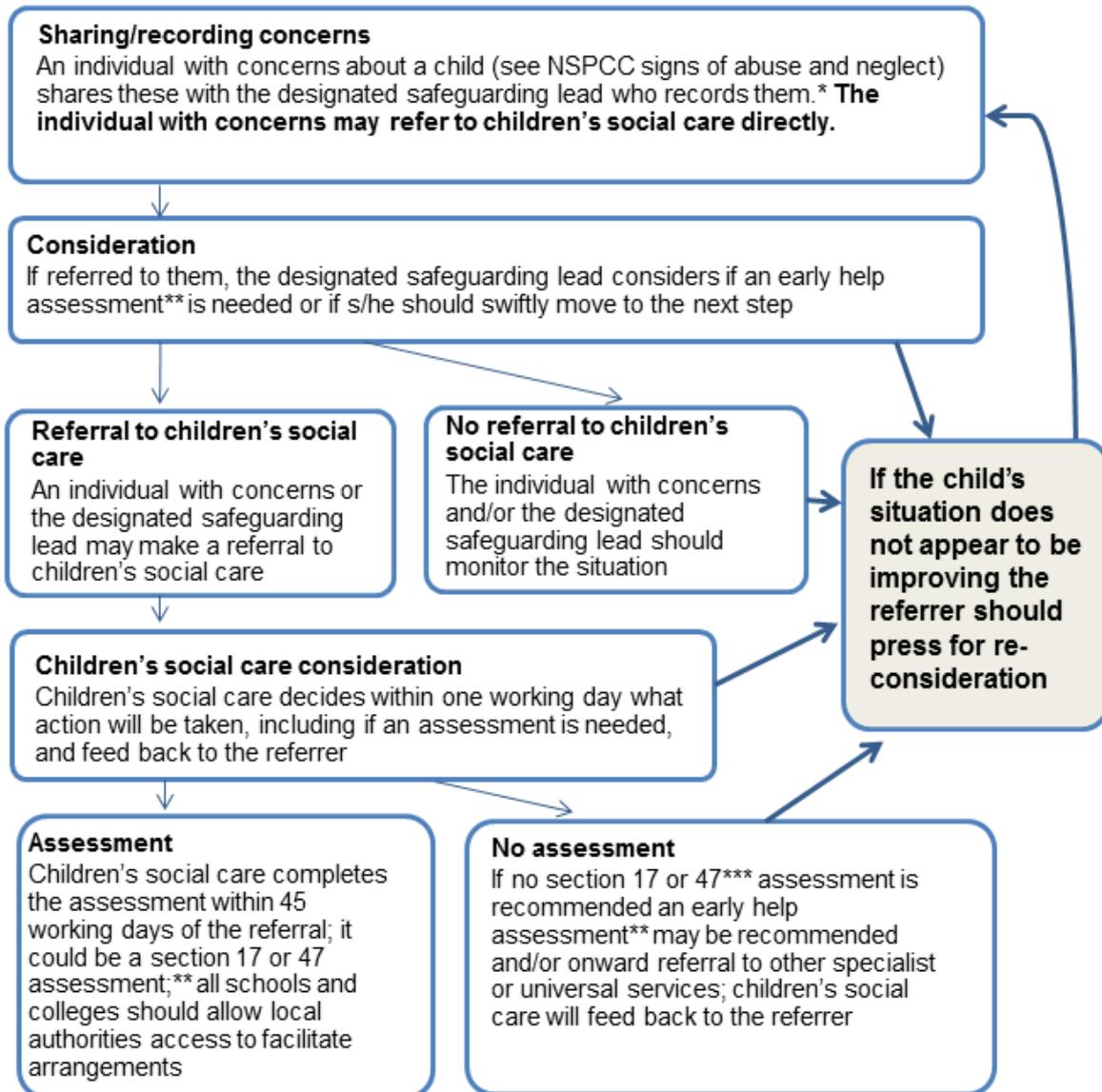
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Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

Anybody can make a referral.



* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

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Types of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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Specific safeguarding issues Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the www.nspcc.org.uk [TES website](#) and also on its own website [Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:](#)

- Child Sexual Exploitation (CSE) – see also below
- Bullying including cyberbullying
- Domestic Violence – see also below
- drugs
- fabricated or induced illness – see also below
- faith abuse
- female genital mutilation (FGM) – see also below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation – see also below
- sexting
- teenage relationship abuse
- trafficking

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Further information on Child Sexual Exploitation

Child sexual exploitation (CSE), involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Signs of CSE include:-

- Going missing or regularly arriving home late
- Regularly missing school
- Appearing with unexplained gifts/possessions
- Associating with other youngsters involved in exploitation
- Having older boyfriends/girlfriends
- Displaying inappropriate sexualised behaviour

Staff should remember that:

- A child under 13 is not legally capable of consenting to sex or sexual touching
- Sexual activity with a child under 16 is an offence
- Non-consensual sex is rape whatever the age of the victim

Hope Academy staff should report any suspected CSE to the SDP immediately who will initiate local safeguarding procedures.

Further information on Domestic Violence

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who have been intimate partners or family members, regardless of sexuality or gender. It can involve but it not limited to:

- Psychological abuse
- Physical abuse
- Sexual abuse

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- Financial abuse
- Emotional abuse

'Operation Encompass' is the strategy used to report and intervene with Domestic Violence victims of school age within St Helens and Hope Academy's SDP, Mrs Jones, is the named person.

Further information on Fabricated or induced illness

A rare form of child abuse which may include parents/carers fabricating signs and symptoms of illness/falsifying medical records, letters or documents or inducing illness. Signs can include:-

- Frequent and unexplained absences from school/PE lessons
- Regular medical appointments / visits for seconds opinions
- Repeated claims that a child is unwell but is vague with symptoms and / or symptoms not recognised by the teacher/support staff

Further information on Female Genital Mutilation

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

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Appendix 3

Prevent Duty Guidance – Hope Academy 2015-16

In response to the new government changes from 1st July 2015, Hope Academy has included this additional section to the safeguarding policy. This is a direct response to the growing concern of radicalisation and extremism in Britain. When writing this appendix consideration and reference has been made to Local Authority guidance/Prevent Duty Guidance and Social Media Guidance. The PREVENT response will be included in all new safeguarding policy and practice at Hope Academy. Additional information can be further accessed by using the St Helens LSCB website – Prevent Duty Guidance.

As of 1st July 2015 Schools are required to play their role in tackling radicalisation and extremism. Schools must provide information and act if they are concerned about these issues.

Indicators that an individual is engaged in an extremist group, ideology or cause, include:-

- Spending increased time in the company of other suspected extremists
- Changing their style of dress or personal appearance in accord with the group
- Loss of interest in other friends and activities not associated with the extremist ideology or cause
- Possession of material or symbols associated with an extremist cause

In response the Safeguarding lead at Hope Academy has attended Local Authority training in September 2015 (WRAP) provided by Merseyside Police Special Branch and Archdiocese Liverpool Partnership training in Sept 2015.

Raising whole school staff awareness was initiated from a PREVENT session delivered by the Police in June 2015 to allow all members of staff to gain access to the information and how schools can respond if required to do so.

This will be repeated across the year(s) as and when necessary to ensure all staff receive the training.

All staff will also be expected to sign to declare they have read and understood the PREVENT guidance and the school's referral process if they have a concern.

Awareness and school actions to be raised with families and carers throughout the school year as necessary.

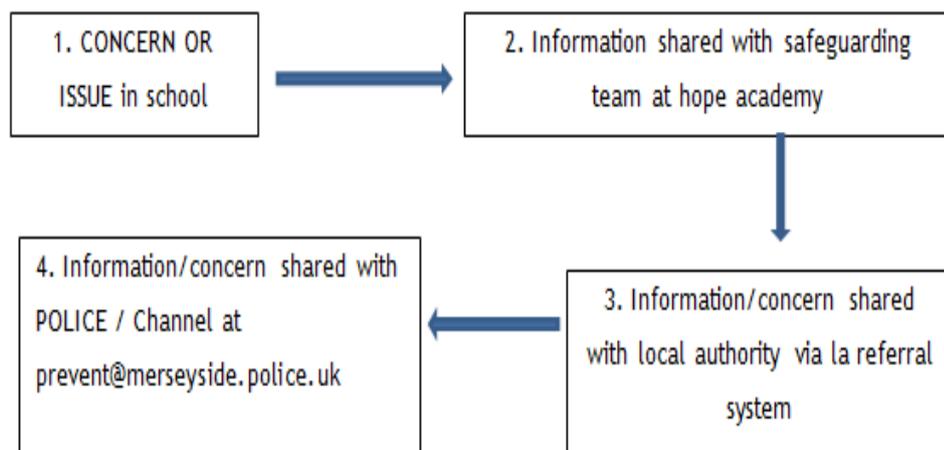
Staff sign to declare their awareness of the policies and procedures to follow if they have a concern within this area.

Governors will receive annual training and regular updates.

[Type text]

[Type text]

The school action is as follows if there is a concern.



*Channel forms a key part of the Prevent strategy.

The process is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism.

[Type text]