

Hope Academy

A joint Catholic & Church of England Academy

CHILD PROTECTION AND SAFEGUARDING POLICY 2023/24

APPROVED	September 2023
REVIEW DATE	September 2024

Safeguarding mission Statement

Hope Academy is a learning community in which all members can strive to be outstanding in all they do, regardless of culture, race, religion, gender or individual need. We will inspire and challenge all to succeed in learning for life; to know and care for each individual; and create a safe supportive community.

Key Contacts

Key Staff

Designated Safeguard Lead	Rachel Harkness-Brennan Assistant Principal	01704 671930 rachel.harkness-brennan@hopeacademy.org.uk
Deputy Safeguard Lead	Denise Patrick Inclusion Manager	01744 671930 denise.patrick@hopeacademy.org.uk
Deputy Safeguard Lead	Marie Adams Principal	01744 671930 marie.adams@hopeacademy.org.uk
Deputy Safeguard Lead	Julie Owen Pastoral Support	01744 671930 Julie.owen@hopeacademy.org.uk
Deputy Safeguard Lead	Lucy Cawley EHAT Co-ordinator	01744 671930 Lucy.cawley@hopeacademy.org.uk
Deputy Safeguard Lead	Nathan Harrison Teacher of PE	01744 671930 Nathan.harrison@hopeacademy.org.uk
Deputy Safeguard Lead	Liam Foy Nurture Teacher	01744 671930 Liam.Foy@hopeacademy.org.uk
Deputy Safeguard Lead	Eve Mawdsley Assistant Principal	01744 671930 Eve.Mawdsley@hopeacademy.org.uk

Key Contacts

St Helens Social Care/MASH	01744 676 767
Merseyside Police	0151 709 6010
LADO	01744 671 265 https://sthelenssafeguarding.org.uk/scp/scp/workforce/allegations-against-professionals-lado
St Helens Safeguarding Partnership	01744 671 884
Contact Centre	01744 676 600

This policy has been designed in conjunction with:

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- DfE (2015) 'The Prevent duty'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2023) 'Keeping children safe in education 2023'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- Home Office and Foreign, Commonwealth and Development Office (2022) 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Information sharing'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2021) 'Teachers' Standards'
- DfE (2022) 'Recruit teachers from overseas'
- Department of Health and Social Care (2022) 'Virginity testing and hymenoplasty: multi-agency guidance'
- St Helens Council Safeguarding Child Protection Policy (Most Recent Version)

Who is this guidance for?

- The Governing Body
- The Senior Leadership team
- The Pastoral team
- Teaching Staff
- Support staff
- Lunch Time Supervisors
- Site Staff
- Visitors
- Anyone on school premises undertaking Regulated Activity
- Community Letting Clients
- Alternative Provision / Work Experience Providers

Reporting concerns about a child

If any member of staff or visitors to the school have a concern about a child, they need to tell someone as soon as possible.

Immediate Risk of Harm

This must be referred immediately to The Designated Safeguarding Lead (DSL). Immediately means as soon as possible. In the case of teaching a lesson, cover should be arranged via Head of Department or 'CABLE' should be called.

Risk of Significant Harm

This must be reported to the DSL as soon as possible. It should be reported before the end of the day and in enough time for key safeguarding staff to put a plan in place if that is required.

Risk of Harm

These concerns should be reported to key staff before the end of the day to allow conversations with key people to take place.

FGM (Female Genital Mutilation)

It is mandatory to report FGM concerns to the police. This should also be reported to the DSL to check that appropriate and immediate safeguarding measures have been put in place.

Concerns regarding risk of suicide

Parents should be advised (School staff in absence of a parent) to take the child immediately to Accident and Emergency where they can be assessed by specialised Mental Health Practitioners

Self-Harm

Should be reported to the child's Pastoral Manager as soon as possible before the end of the school day.

All concerns should be documented on CPOMS.

How students can report a safeguarding concern

If any students are worried about an incident that they or another young person has been involved in, they are encouraged to do the following;

- Speak with any member of staff or an adult that they trust
- Speak with a member of the Safeguarding Team – posters highlighting these staff are located around the Academy and are shown regularly during Hope Inspire session and YGCW
- Access the SHARPS reporting system. This can be found using the school website or Class Charts. Students can report incidents anonymously or by using their name. All SHARPS reports are sent to the Safeguarding Team.

Students will be reassured that their concerns will be treated seriously.

Staff will be aware that students may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. Staff will be aware that this must not prevent them from having professional curiosity and speaking to the DSL, or deputy DSL, if they have a concern about a student.

Safeguarding Information for All Staff

School staff are an important part of the wider safeguarding system for children. The system is described in statutory guidance Working Together to Safeguard Children. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. 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

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

All Hope Academy Staff

- Are in a position to identify concerns early, provide help for children, and prevent concerns from escalating
- Have a responsibility to provide a safe environment which children can learn
- Should be prepared to identify children who may benefit from Early Help. (Early help means providing support as soon as a problem emerges, at any point in a child's life.)
- Who have a concern about a child's welfare should follow the referral process which is to complete a log using the CPOMS system. **Any concerns where the child is deemed to be at immediate risk should be reported to the Designated Safeguarding Lead or Deputy Designated Lead as soon as is possible (within the hour)**
- Will know who the Designated Safeguarding Lead is: It is the DSL's responsibility to liaise closely with all stakeholders involved in a child's life. The DSL will have a complete safeguarding picture regarding the child's safety and wellbeing. The DSL will be the best person to offer advice and guidance in response to safeguarding concerns. It is essential that the DSL is aware of any safeguarding action that staff may take to safeguard a child in their care.
- Should understand that The Teacher Standards 2012 state that teachers (which includes Principals, ECTs and Trainee Teachers working at the school) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Should be aware and sign to say they have read and understood the following policies within school:
 - Hope Academy's Safeguarding and Child Protection Policy
 - Hope Academy's Behaviour Policy
 - Hope Academy's Staff Code of Conduct Policy
 - The safeguarding response to children who go missing from education

- E-Safety Policy
- Home Office Prevent E learning module (Certificate required)
- Part 1 Keeping Children Safe in Education 2022

All documents listed above must be read, kept in a safe place. Online Child Protection Prevention Course should be completed every two years and at the point of induction.

- Should receive appropriate and regular child protection training. This could take place in the form of:

- Half termly newsletters
- Face to face training
- Emails from DSL
- Online training (Every 2 years)
- Notice boards
- Social Media
- Induction Training
- Online training modules

- St Helens LA has an Early Help Hub who can offer advice. Any Early Help frameworks should be submitted on the appropriate framework which can be found at:

<https://sthelenssafeguarding.org.uk/scp/scp/early-help-for-families>

- Should be aware of the process to refer to St Helens Social care.

<https://www.sthelens.gov.uk/social-care-health/children-and-families/professionals-report-a-concern/>

Child and Family Assessments may be carried out by Social Care if this is deemed to meet St Helens Social care's Threshold of Need. For further information regarding Threshold of need, please use the following link <https://www.sthelens.gov.uk/social-care-health/children-and-families/professionals-report-a-concern/>. Child and Family Assessments usually follows a Strategy Discussion involving the police (section 47: is suffering or likely to suffer significant harm and section 17: The child may be deemed to be a Child in Need). Section 47 enquiries may lead to an Initial Child Protection Conference. It is vital that relevant school staff provide the necessary information that Social care require to complete the assessments accurately. Under GDPR where practitioners need to share "special category information" they should be aware that the Data protection Act 2018 contains "safeguarding of children and individuals at risk" as a processing condition that allows practitioners to share. For further information please refer to page 18 of Working together to Safeguard Children (see link on previous page) **NB** St Helens Social Care are currently in the process of moving over to "Signs of Safety Model". This policy will be updated to reflect the change in practice when it happens.

- Should know what to do if the child is being abused or neglected. The member of staff should make clear that if the child is at risk the information may have to be shared with the appropriate people within the safeguarding team. However, the child should know that safeguarding information does not have to be shared with everyone and an appropriate level of confidentiality must be respected. For example, only sharing with the DSL and Social care.

- Should know that when dealing with a child they need to be sensitive to the child's needs, make time for the child to discuss in a safe environment, should never promise confidentiality and explain that information will only be shared with people that need to know in order to keep the child safe. Staff should refer immediate concerns within the hour and non-immediate concerns by the ends of the school day
- Should share referrals with parents and discuss concerns with them and seek consent to refer to The Safeguarding Hub or Social Care unless speaking to parents puts the child at risk through further delay or by the parents actions. If it is deemed not appropriate to speak to parents before referring into additional services or putting a safeguarding plan in place, this should be recorded on CPOMS including the reasons why.

Our responsibility to children

This policy will make clear the expectation and responsibility that all staff at Hope Academy have a responsibility to provide a safe environment in which Hope Academy students can learn. We will contribute to safeguarding our students and promoting their welfare by:

- Clarifying standards of behaviour for staff and students;
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values;
- Introducing appropriate work within the curriculum;
- Encouraging students and parents to participate;
- Training staff to the signs and indicators that a child may be at risk;
- Developing staff awareness, through training, of the types of abuse;
- Developing staff's awareness of the risks and vulnerabilities their students may face;
- Addressing concerns at the earliest possible stage by offering early help; and taking action when a child needs protection and safeguarding;
- Working together with all agencies to help to reduce the potential risks that students may face if being exposed to abuse, neglect, violence, extremism, exploitation or victimisation.

All staff can contribute to supporting our students by:

- Identifying and protecting the most vulnerable;
- Protecting children from maltreatment;
- Preventing impairment of children's health and development;
- Identifying individual needs where possible, including Child Centred plans and designing plans to meet those individual needs;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care by taking action to enable all children to have the best outcomes; also
- Implementing child protection policies and procedures; and
- Working in partnership with students/students, parents and agencies.
- The Statutory duties and the legal framework that underpins this policy

What Hope Academy Staff Should Look Out For

Any child may benefit from Early help. However, Early Help should be considered under the following categories

- If the student is disabled or has additional needs. Advice can be sort from the Targeted Disability Team.
- Has SEND, whether or not they have an EHCP.
- Is a young carer

- Is showing signs of being drawn into antisocial or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing or goes missing from care or home
- Is at risk of modern slavery
- Is at risk of being radicalised or exploited
- Is in a family circumstance which puts the child at risk such as drug or alcohol misuse, adult mental health issues, domestic abuse, parent incapacitated or in prison.
- Is misusing drugs or alcohol themselves
- Has low attendance
- Is privately fostered
- Has returned home to their family from care
- Has been open to a child in need or child protection plan
- Has poor or compromised mental health and well being

Be aware that a student may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.

An Early Help may be considered but deemed not to be necessary. In this case the reasons why one was not initiated needs to be documented on CPOMS clearly.

All staff should be aware of the indicators of abuse and neglect to enable them to identify cases of children who may be in need of help or protection.

Some examples are:

Abuse

Abuse is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. 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

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.

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 understand that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. All staff will be aware that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL. All staff, especially the DSL and deputy DSLs, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that students can be at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a student being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

Specific safeguarding issues

There are certain specific safeguarding issues that can put children at risk of harm – staff will be aware of these issues.

Appendix A of this policy sets out details about specific safeguarding issues that students may experience and outlines specific actions that would be taken in relation to individual issues.

Child-on-child abuse

In line with KCSIE 2022, references to 'peer-on-peer abuse' have been changed to 'child-on-child-abuse'.

Child-on-child abuse is defined as abuse between children.

Hope Academy has a zero-tolerance approach to abuse, including child-on-child abuse.

All staff will be aware that child-on-child abuse can occur between students of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-

on-child 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 child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child 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”.

Child-on-child 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 – sometimes known as ‘teenage relationship abuse’.
- 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 child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

Students 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. Students will also be reassured that they will be taken seriously, be supported, and kept safe.

At Hope Academy all staff should maintain an attitude of “it could happen here” where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interest of the child and seek further advice and assistance from the DSL or DDSL.

Online safety and personal electronic devices

The school will adhere to the E-Safety Policy at all times.

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

Through training, all staff members will be made aware of:

- Student attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a student’s online activity.

Filtering and Monitoring Systems

Schools and colleges should provide a safe environment to learn and work, including when online. Filtering and monitoring are both important parts of safeguarding pupils and staff from potentially harmful and inappropriate online material. This is in accordance with the school's Data Protection Policy and Cyber Response Plan

Clear roles, responsibilities and strategies are vital for delivering and maintaining effective filtering and monitoring systems. It's important that the right people are working together and using their professional expertise to make informed decisions

The schools Governing body has the overall strategic responsibility for filtering and monitoring and need assurance that the filtering and monitoring standards are being met.

A member of the senior leadership team (the DSL) and a governor, is responsible for ensuring these standards are met.

The senior leadership team are responsible for:

- procuring filtering and monitoring systems
- documenting decisions on what is blocked or allowed and why
- reviewing the effectiveness of your provision
- overseeing reports

They are also responsible for making sure that all staff:

- understand their role
- are appropriately trained
- follow policies, processes and procedures
- act on reports and concerns

Senior leaders should work closely with governors or proprietors, the designated safeguarding lead (DSL) and IT service providers in all aspects of filtering and monitoring. Your IT service provider may be a staff technician or an external service provider.

Day to day management of filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT staff to be effective. The DSL will work closely together with IT service providers to meet the needs of your setting.

The DSL will take lead responsibility for safeguarding and online safety, which could include overseeing and acting on:

- filtering and monitoring reports
- safeguarding concerns
- checks to filtering and monitoring systems

The IT service provider will have technical responsibility for:

- maintaining filtering and monitoring systems
- providing filtering and monitoring reports
- completing actions following concerns or checks to systems

The IT service provider will work with the senior leadership team and DSL to:

- procure systems
- identify risk
- carry out reviews
- carry out checks

The filtering and monitoring provision will be checked, by the DSL and IT provider half-termly alongside SCR checks. A review will take place with the safeguarding governor termly. A filtering and monitoring check will include:

- school owned devices and services, including those used off site
- geographical areas across the site
- user groups, for example, teachers, pupils and guest

A log of the filtering and monitoring check will be kept alongside the SCR checks so they can be reviewed. School will record:

- when the checks took place
- who did the check
- what they tested or checked
- resulting actions
-

Schools filtering and monitoring system will block harmful and inappropriate content, without unreasonably impacting teaching and learning.

Device monitoring will be managed by IT staff, who will:

- make sure monitoring systems are working as expected
- provide reporting on pupil device activity
- receive safeguarding training including online safety
- record and report safeguarding concerns to the DSL
- make sure that monitoring data is received in a format that staff can understand
- make sure that users are identifiable to the school or college, so concerns can be traced back to an individual, including guest accounts

Technical monitoring systems do not stop unsafe activities on a device or online. Staff will:

- provide effective supervision
- take steps to maintain awareness of how devices are being used by pupils
- report any safeguarding concerns to the DSL

Communicating with parents

As part of the usual communication with parents, the school will reinforce the importance of students being safe online and inform parents that they will find it helpful to understand what systems the school uses to filter and monitor online use.

The school will also make it clear to parents what their children are being asked to do online for school.

Personal electronic devices

The use of personal electronic devices, including mobile phones and cameras, by staff and students is closely monitored by the school, in accordance with the Staff Code of Conduct and the Student Mobile Policy. Photographs and videos of students will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy. The DPO will oversee the planning of any events where photographs and videos will be taken.

Where photographs and videos will involve students who are LAC, adopted students, or students for whom there are security concerns, the Principal will liaise with the DSL to determine the steps involved. The DSL will, in known cases of students who are LAC or who have been adopted, liaise with the students' social workers, carers or adoptive parents to assess the needs and risks associated with the students.

Staff will report any concerns about students or other staff members use of personal electronic devices to the DSL, following the appropriate procedures.

What Hope Academy Staff Should Do If They Have Concerns about a Child

Any concerns about a child should be acted on immediately. Immediately means within the school day and for a case where there is a significant risk that should be as soon as possible or within the hour.

All concerns should be logged using CPOMS. All member of Hope Academy's Safeguarding Team should be 'alerted' using this system.

The DSL or DDSL will then follow the points below:

- An assessment made as to the urgency of the CPOMS log
- If log is deemed low risk this incident will be passed to the child's Year Team
- If there is an immediate risk of harm e.g. self-harm, suicidal ideation, risk of harm at home, Missing from home, FGM, Radicalisation, the DSL or DDSL will take the lead
- The DSL or DDSL will then complete an Assessment of need, further advice if needed to be sought from social Care. Threshold of need consulted.
- One of three pathways can then be followed:
 - **Early Intervention:** Managed in school. Possible EHAT. Must consult parents
 - **Intervention Required:** Referral to MASH team. EHAT must be completed. Parents informed

- **Immediate Intervention Required:** Referral to MASH team or Police (DSL must be consulted). Parents should be informed, unless the risk is greater to the child if they are told

If a concern is identified outside working hours, email the DSL and if the concern poses an immediate risk, contact St Helens Social Care Contact Centre advice on 01744 676 600.

If The DSL or DDSLs are not available, seek advice from any member of the pastoral team, Principal.

School staff should not assume another professional will take action in sharing information that may result in keeping a child safe. Early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Staff should follow the seven golden rules when considering sharing information for safeguarding purposes. They are outlined below:

The seven golden rules to sharing information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. **Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk.** You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.
If there is any doubt about the sharing of information consult with the DSL. Fear of sharing information must not be a barrier to safeguarding students.

Further information regarding Sharing information in a safeguarding capacity can be found at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

What Hope Academy Staff should do if they have concerns about another staff member who may pose a risk of harm to children

If a member of staff is concerned about the behaviour of a member of staff in relation to posing a risk to children in the school environment, whether the behaviour happens within the school setting or beyond, this should be referred to the Principal or DSL. The Principal or DSL will inform the LADO.

If there are low level concerns regarding members of staff this should also be reported to Principal and DSL.

If a member of staff has been dismissed due to safeguarding concerns the DSL in conjunction with the Principal will make a referral to the Disclosure and Barring Service.

Record keeping

All child protection paper records are kept in the SEND locked store room in the locked cabinet. All the inclusion and pastoral teams must record any decisions, discussions and concerns on CPOMS where a full chronology can be obtained.

Why is safeguarding effectively important?

Serious case Reviews have repeatedly shown the dangers of taking effective action. It is important that a child receives the right help at the right time to prevent issues escalating. Poor practice identified in SCRs include:

- 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 reassess concerns when situations do not improve
- Not sharing information
- Sharing information too slowly
- A lack of challenge to those who appear not to be taking action

What staff should do if they have concerns about safeguarding practices within school.

All staff should feel they are able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the Senior Leadership Team and Governing Body.

The Whistle Blowing Policy can be accessed on the school website

Where a member of staff feels that their concerns are not being taken seriously by the Senior Leadership Team or Governing Body, other whistle blowing channels may be open to them. General guidance can be found on the internet using the search Advice on Whistleblowing (See KCSIE 2022 for more information). The NSPCC also have a whistleblowing helpline. 0800028 0285.

Students potentially at greater risk of harm

The school recognises that some groups of students can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in these groups of students. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outline below.

Students who need social workers

Students may need social workers due to safeguarding or welfare needs. These needs can leave students vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL will hold and use information from the LA about whether a student has a social worker in order to make decisions in the best interests of the student's safety, welfare, and educational outcomes.

Where a student needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision pastoral or academic support.

Home-educated children

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

In line with the Education (Student Registration) (England) Regulations 2006, the school will inform the LA of all deletions from the admissions register when a student is taken off roll.

Where a parent has expressed their intention to remove a student from school for EHE, the school, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the student has SEND, is vulnerable, and/or has a social worker.

LAC and PLAC

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially at greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.

The governing board will ensure that staff have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the student.

The DSL will be provided with the necessary details of students' social workers and the VSH, and, for PLAC, personal advisers.

Further details of safeguarding procedures for LAC and PLAC are outlined in the school's LAC Policy.

Students with SEND

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

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the student's disability without further exploration; however, it should never be assumed that a student's indicators relate only to their disability
- Students 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 students with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a student with SEND, the DSL will liaise with the school's SENCO, as well as the student's parents where appropriate, to ensure that the student's needs are met effectively.

LGBTQ+ students

The fact that a student may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ students can be targeted by other individuals. Staff will also be aware that, in some cases, a student who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as students who identify as LGBTQ+.

Staff will also be aware that the risks to these students can be compounded when they do not have a trusted adult with whom they can speak openly with. Staff will endeavour to reduce the additional barriers faced by these students and provide a safe space for them to speak out and share any concerns they have.

Students requiring mental health support

All staff will be made aware that mental health problems can, in some cases, be an indicator that a student has suffered, or is at risk of suffering, abuse, neglect or exploitation.

Children Who Are Absent From Education

All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of 145 substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so called 'honour'-based abuse or risk of forced marriage

If a child has not been seen in school for 5 days (10 sessions) the school will have to undertake a welfare check either with the Police, Education Welfare or by Pastoral Support/Attendance Team going out to the house themselves and visibly checking if the child is safe and well. If other concerns are identified then the welfare check should be done much earlier and as soon as possible.

A child should not be removed from the school role until confirmation has been received that they have been put on roll of another school.

In a situation where a parent has requested that they will be home schooled, a relevant letter needs to be sent to the DSL from the parent and the child must not be removed from the school role until the LA has given permission.

If a child absconds from school or does not arrive into school. The school must advise parents to contact the police. Parents must be informed immediately if a child has left the premises without permission.

Operation Encompass

Hope Academy subscribes to Operation Encompass in conjunction with Merseyside Police Force. This means that if there is a domestic incident within a home where there is a child that attends Hope Academy, the school will receive an email briefly detailing the incident. This allows the school to establish that the child is safe and that necessary steps have been put into place to prevent further incidents taking place.

The DSL and DDSL are informed by email with a brief outline of the incident. The school then contacts the named person on the notification for more details and any actions that may occur. The Encompass notification is stored as an attached document on CPOMS.

Transporting Students / Home Visits

There may be times when it is necessary to transport students in staff cars. If this situation occurs there should be two members of staff at all times to ensure students and staff are safeguarded and not subjected to allegations being made.

When undertaking home visits staff should ensure they visit with another staff member and only enter the house if an adult is present unless there has been a pre-arranged meeting scheduled where it was identified that the child would be alone.

Home visits should be recorded on CPOMS and if there is no answer at home then a contact card should be left.

Safeguarding Students who are at Alternative Provision

Attendance checks will be completed on a daily basis in line with the Attendance Policy. Pre-employment checks will be completed and Hope Academy will receive written confirmation of pre-employment checks from the Alternative Provision provider along with their safeguarding policy as well as sending the school safeguarding policy to the provider.

Behaviour conduct will be discussed and signed by the student before they commence their enrolment with Alternative Provision or Work Experience. This will be monitored through termly behaviour, attendance and progress meetings.

Work Experience Providers will be expected to provide attendance every day and should have an up to date DBS including barred list check.

Use of the school premises for non-school activities

Where the governing board hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate arrangements are in place to keep students safe.

Where the governing board provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by

another body, this may not be the case; therefore, the governing board will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The governing board will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing board will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

Extracurricular activities and clubs

External bodies that host extracurricular activities and clubs at the school, e.g. charities or companies, will work in collaboration with the school to effectively safeguard students 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 students. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS 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.

Work experience

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

Homestay exchange visits

School-arranged homestays in UK

Where the school is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay. In such cases, the school is the regulated activity provider; therefore, the school will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults.

Where criminal record information is disclosed, the school will consider, alongside all other information, whether the adult is a suitable host. In addition to the responsible adults, the school will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.

School-arranged homestays abroad

The school will liaise with partner schools to discuss and agree the arrangements in place for the visit. The school will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay outside of the UK. The school will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the

exchange. Students will be provided with emergency contact details to use where an emergency occurs or a situation arises that makes them feel uncomfortable.

Privately arranged homestays

Where a parent or student arranges their own homestay, this is a private arrangement and the school is not the regulated activity provider.

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 student being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

Visitors

All visitors to the school must sign in at reception and will be given a badge and 'Visitors' lanyard.

All adults in the school must wear either a school identity badge or a visitor badge. If visitors do not have a DBS check they must be supervised at all times and can be identified by wearing a purple visitors lanyard.

All visitors will be given safeguarding information upon arrival. This will signpost them to the DSL and other safeguarding staff if concerns are raised.

Part two: The Management of safeguarding at Hope Academy

The Responsibility of the Governing Body

The governing board 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.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to multi-agency working in line with the statutory guidance '[Working Together to Safeguard Children](#)'.
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the St Helen's LA criteria for action and the St Helen's protocol for assessment, and ensure these are reflected in the school's policies and procedures.
- 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 at least Part one of KCSIE.
- Ensure that staff who do not work directly with children read either Part one or Annex A of KCSIE. **NB:** Individual schools assess which guidance will be most effective for their staff to safeguard and promote the welfare of children.
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children.
- Ensure a senior board level lead takes leadership responsibility for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSLs to provide support to the DSL, and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job descriptions.
- Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Ensure systems are in place, children to 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 staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Principal or another governor.
- Guarantee that there are effective and appropriate policies and procedures in place.

- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the SLT and DSL.
- Make sure that students 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, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff are appropriately trained to support students to be themselves at school, e.g. if they are LGBTQ+.
- Ensure the school has clear systems and processes in place for identifying possible mental health problems in students, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment 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.
- Ensure that all governors receive appropriate safeguarding and child protection training upon their induction and that this training is updated regularly.
- Certify that there are 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.
- Guarantee that there are procedures in place to handle students' allegations against other students.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of students and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse.
- Guarantee that there are systems in place for students to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the VSH to discuss how the student premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the student's legal status, contact details and care arrangements.

- Put in place appropriate safeguarding responses for students who go missing from school, particularly on repeat occasions, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements.

At Hope Academy the DSL reports the number and nature of safeguarding concerns through presentations at Governor meetings on a termly basis. The link safeguarding Governor meets with the DSL termly to check that safeguarding procedures are effective. The DSL sits on the Senior Leadership team as an Assistant Principal.

Safeguarding Policies and Procedures

The link Governor and other key Governors meet regularly and ensure the safeguarding pack for staff contains the correct policies with updates. The pack includes the following policies and procedures:

1. Hope Academy's Safeguarding Child Protection Policy
2. Hope Academy's Staff Behaviour / Code of Conduct Policy
3. Hope Academy's E-Safety Policy
4. Keeping Children Safe in Education September 2023 part 1 and Annex A
5. Declaration (which has been evidenced using Safeguarding Network online training)

The DSL produces the Safeguarding Child Protection Policy with the link Governor. The link Governor checks in conjunction with DSL that correct versions of all safeguarding policies are visible on the schools website.

The Governing body should put in place appropriate safeguarding responses to 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.

The role of the Designated Safeguarding Lead

The Designated Safeguarding Lead is Rachel Harkness-Brennan, Assistant Principal. The role of the DSL includes:

- Leading on all safeguarding issues
- Keeping safeguarding records
- Organisation all safeguarding training including:
 - Designated Lead training
 - Induction Training
 - Prevent Duty
 - Lockdown
 - Online safety
 - CSE training
 - County Lines
 - Child on Child Abuse
 - Managing referrals to agencies
- Act as point of contact with the three safeguarding partners LA, CCG and Police

- Keep the Head of School/Executive Head informed of all safeguarding issues especially section 47 enquiries.
- Refer a staff member to the DBS or Police or LADO if required
- Liaise with key staff especially SENDCO, Pastoral team, IT technicians on matters of safety and safeguarding and when deciding to make a referral, liaise with the relevant agencies, especially MASH and Social Care Referral and Assessment team.
- Act as a source of support, advice and expertise for all staff.
- Update themselves regularly on any changes to policy or the school context

Training

The DSL and deputies undergo refresher training every two years. The DSL will attend Prevent WRAP sessions and any other PREVENT training.

The DSL receives regular updates from:

- St Helens Children's Safeguarding Board
- NSPCC
- National Online safety
- ASCL
- Merseyside Police
- Ofsted
- Inclusion managers Meeting and Behaviour safety and attendance meeting
- Safeguarding Network

Amongst other updates received via Facebook and Twitter and other safeguarding partners.

The DSL must:

- Understand the assessment process for providing early help and statutory intervention. THE DSL has knowledge of referral arrangements for Wigan, St Helens and Warrington Social Care.
- Understand how Child Protection Conferences are run and attend conferences or ensure another suitable adult from school (DSL trained) attends in their absence.
- Be alert to children in need especially children with SEND and young carers.
- Understand data protection legislation and regulations, especially Data Protection Act 2018 and GDPR
- Understand the importance of information sharing both within school and with the three safeguarding partners, other agencies and organisations and practitioners. This will take place through CPOMS, attending safeguarding meetings and completing relevant documentation.
- Keep accurate and secure records on CPOMS and in a locked filing cabinet in an appropriate format
- Support the school with knowledge and understand of the PREVENT Duty and possible referrals to Channel. Must provide staff with training on PREVENT and radicalisation and support any referrals made.
- Are able to understand the risks associated with online safety and train the students accordingly in how to keep themselves safe online through drop down days, tutor resources and assemblies as well as newsletters and emails.
- Recognise the need for additional training in all safeguarding matters such as online safety, CSE, bullying, grooming and the risk of radicalisation for children who have SEND needs
- Attend any refresher courses and additional training to enhance knowledge and understanding of safeguarding concepts.

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school put in place to protect them.
- Be the point of contact for all Operation Encompass Notifications
- Review and develop the lockdown procedures
- Promote anti bullying awareness and training within school
- Be a mental health champion within school and promote the positive mental health of all staff and students within the school.
- Undertake regular supervision sessions

The DSL should:

- Ensure the child protection policy is reviewed annually and presented to governors for ratification
- Ensure the child protection is available publically on the school website
- Ensure staff are aware of any safeguarding training available to them

The DSL or DDSL should be available during term time to discuss any safeguarding concerns that staff may have. The DSL and DDSL are available in person, by email or by phone to discuss concerns. The DSL will access emails outside of normal working hours to ensure appropriate cover arrangements are made.

Multi Agency working

Hope Academy has a pivotal role to play in multi-agency safeguarding and therefore:

- Should be involved in all core groups
- Attend Child in Need Meetings
- Attend Strategy Meetings
- Hold Team around the child meetings
- Hold professionals meetings
- Review EHAT frameworks
- School should challenge decisions where we are not included in multi-agency meetings involving our students
- Hold other agencies to account when not effectively sharing information
- Should lead on EHAT's and request other agencies to lead on EHAT's

Early Help

If Early help is appropriate, the DSL along with other members of the pastoral team will lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. School may be required to support other agencies in an early help assessment. Early helps should be reviewed at least once per half term and if the situation does not improve then consideration should be given to whether or not a child needs to be referred to Social Care. For more information regarding Early help Assessments please see Andrea Holker.

Statutory Assessments

If a child is suffering significant harm in accordance with St Helens Threshold of Need Document, a referral to St Helens Social Care should be made immediately. The referral form can be found using the following link <https://www.sthelens.gov.uk/social-care-health/children-and-families/professionals-report-a-concern/>

The DSL or DDSL or members of the pastoral team will usually make the referrals to Social Care. Any referrals made to Social Care outside of school opening hours should be communicated to the DSL as soon as possible.

Any concerns regarding FGM should be referred to the police as well as Social care.

Children in Need (Section 17)

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under **section 17** of the Children Act 1989.

Children suffering or likely to suffer significant harm (Section 47)

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under **section 47** of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

If a child does not reside in St Helens it may be appropriate to refer them to Social care in another Local Authority. The following link will help to identify the correct referral organisation.
<https://www.gov.uk/report-child-abuse-to-local-council>

What will Social Care do?

- Receipt of the referral should be acknowledged within one working day.
- Take urgent action if immediate protection is required.
- If the child is deemed to be in need they will assess under section 17 of the Children's Act 1989
- If the child is deemed to be suffering significant harm will proceed with section 47 enquiries under the Children's Act 1989
- May suggest to school to open Early Help
- May complete a Child and Family Assessment to see if further assessments are required.
- May hold a Strategy Discussion if there is Police information to discuss.
- Pass to CSE team if appropriate
- See the child in school (All St Helens Social care workers have enhanced DBS disclosures)

School staff should assist Social care and other safeguarding organisations in completing assessments. If the DSL feels the need to challenge the decision they should do using St Helen's Escalation Policy.

Information Sharing

Information sharing should be done in conjunction with GDPR regulations and Data protection Act 2018 and the schools own data sharing policy. Information should be shared lawfully and in line with school policy. All partners should share information as soon as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging or when a child is already known to social care.

The data protection Act 2018 or GDPR regulations should not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not stand in the way of safeguarding the students.

Where children leave the school the DSL should ensure that the transferring of safeguarding information is done as soon as possible either via CPOMS or by hand or post. In both cases a receipt should be obtained. Safeguarding information should be kept separate from the pastoral file and where possible a face to face handover should be undertaken to ensure the context of the safeguarding can be maintained.

Staff Training

Governing bodies should monitor and be aware and check records of all staff training. Staff training involves

- Online training
- Face to face training
- Safeguarding Newsletter
- Emails and updates
- Induction training

Teaching safeguarding

Safeguarding is taught via a number of means

- Through the curriculum in lessons such as science and RE
- PSHE lessons in Inspire Time
- Student Voice
- Year Group Collective Worship (YGCW)
- Principals Blog

Safer Recruitment

The school has a duty to prevent people who are a risk to children from working with children in the school. The school must adhere to statutory responsibilities to check staff who work with children. The school will take steps to ensure that visitors and volunteers who are not DBS checked are not left alone with children.

All Senior Leaders and Governors that sit on interview panels have completed Safer Recruitment Training. Every panel contains at least one safeguarding question.

References must be taken up from the current or most recent employment and a position will not be offered until references have been seen. All employees at Hope Academy are subject to an Enhanced disclosure and barring service (DBS) check and this is reviewed periodically.

Further information on Hope Academy's recruitment and selection procedures can be found in the Safer Recruitment policy.

Governors will also be subject to Enhanced DBS clearance.

For student teachers, written confirmation will be obtained from the provider of the placement that all pre-employment checks have been undertaken that a school or college would otherwise be required to perform in accordance with the latest Keeping Children Safe in Education Guidance and

that the trainee has been judged to be suitable to work with children. Also, where a student is placed with an alternative provision provider and school continues to be responsible for the safeguarding of the student, written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at that establishment.

<https://www.gov.uk/government/publications/dbs-referrals-form-and-guidance>

Single Central Record

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

All members of the proprietor 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
- A section 128 check for those in management positions

For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted and the date that confirmation was received.

If any checks have been conducted for volunteers, this will 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.

Written confirmation that supply agencies have completed all relevant checks will also be included.

The school is free to record any other information it deems relevant.

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

Children with Special Educational Needs

Additional barriers can exist with children who have additional needs can face additional challenges and can be more at risk of abuse. Children who are on the SEND register have an ILP and receive pastoral support through the SENDCO and inclusion team. If additional needs or concerns are identified the school will initiate an EHAT.

The use of Reasonable Force at Hope Academy

The following staff are Team Teach trained:

Rachel Harkness-Brennan

Charlie Wignall

Liam Foy
Nathan Harrison
Mark Johnson

De escalation techniques will always be used in the first instance. The use of Reasonable force will only take place with an additional member of staff present. If reasonable force is used an account of this will be recorded on CPOMS. Parents/carers must be contacted and the Principal and DSL must be made aware. Hope Academy may refer to St Helen's LADO if reasonable force is used.

Private Fostering

If the school becomes aware of a private fostering arrangement where a child is living with a non-family member for longer than 28 days. The school must alert Social care to ensure relevant suitability checks can be carried out.

Appendix A

Risk of Radicalisation (Prevent Duty)

The Prevent duty All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty.

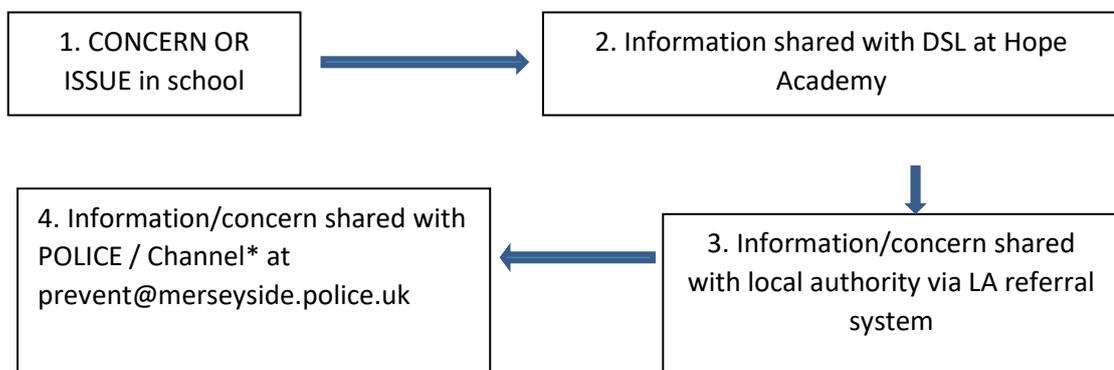
The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. The DSL and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes:

- Risk assessment,
- working in partnership,
- staff training,
- IT policies.

Training to recognise the signs of radicalisation can be found on the http://course.ncalt.com/Channel_General_Awareness/01/index.html and is compulsory at Induction and must be completed when statutory refresher safeguarding is required, every two years. Further training can be obtained using the following link <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

If you suspect a child is at risk of being radicalised you must follow the action as shown below

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.

For more information on Prevent Duty please use the following link <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

Child criminal exploitation (CCE)

For the purposes of this policy, “**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

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 students 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 students of any gender are at risk of CCE.

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

- Appearing 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.

County Lines

Is gang violence and exploitation. Typically, gangs use mobile phone **lines** to facilitate drug orders and supply to users. They also use local property as a base; these often belong to a vulnerable adult and are obtained through force or coercion (known as 'cuckooing'). This can very often take place in small towns that have links to major cities.

Signs of being exploited by these types of County Lines groups could be more than one mobile phone, secretive, covert behaviour, an unwillingness to talk about home, fear or an over obsession with illicit drugs. Any concerns regarding County Lines should be reported directly to the DSL as an immediate child protection referral.

Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation 78

does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Some of the following signs may be indicators of child sexual exploitation:
 - children who appear with unexplained gifts or new possessions;
 - children who associate with other young people involved in exploitation;
 - children who have older boyfriends or girlfriends;
 - children who suffer from sexually transmitted infections or become pregnant;
 - children who suffer from changes in emotional well-being;
 - children who misuse drugs and alcohol;
 - children who go missing for periods of time or regularly come home late; and
 - children who regularly miss school or education or do not take part in education.

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these.

Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance¹¹.

Female Genital Mutilation

Whilst all staff should speak to the DSL regarding concerns. There is specific legal duty on teachers regarding FGM. If a teacher in the course of their work suspects that a child has suffered an act of FGM the teacher must report their concern to the police. Any suspicion that a child is about to undertake FGM should be referred as an immediate concern to Social Care and the DSL. For further information about FGM use the following link.

<https://www.nhs.uk/conditions/female-genital-mutilation-fgm/>

Honour Based Violence and Forced Marriages

Honour-based violence is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community. This may include Breast Ironing which is an African ritual performed on young girls by placing implements onto the girl's breast to stop them from growing further.

All professionals working with suspected or actual victims of forced marriage and honour-based violence need to be aware of the "one chance" rule. That is, they may only have one opportunity to speak to a victim or potential victim and may possibly only have one chance to save a life. As a result, all professionals working within statutory agencies need to be aware of their responsibilities and obligations when they are faced with forced marriage cases. If the victim is allowed to leave without the appropriate support and advice being offered, that one chance might be wasted. Forced Marriage is an offence and if this is also happening to a child under the age of 18 it is considered to be child abuse. If you suspect that a child may be forced to marry then you must share your concerns with the DSL who will make appropriate contact with the Police and Social Care.

A forced marriage is where one or both people do not (or in cases of people with learning disabilities or reduced capacity, cannot) consent to the marriage as they are pressurised or abuse is used to force them to do so. It is recognised in the UK as a form of domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will may be physical (for example, threats, physical violence or sexual violence) and/or emotional and psychological (for example, making someone feel like they are bringing 'shame' on their family). Financial abuse (for example, taking someone's wages) may also be a factor.

The government made forced marriage a criminal offence in England and Wales in 2014 to protect victims and send a clear message that this practice is totally unacceptable and will not be tolerated. In 2017 the government introduced lifelong anonymity for victims of forced marriage to encourage more victims of this hidden crime to come forward. Any suspicions of students entering into forced marriages should be referred to the DSL.

More information on Forced Marriages and Honour Based Violence can be found at the following links:

<https://www.gov.uk/guidance/forced-marriage>

Sexting and the Law

The pastoral team in consultation with the DSL will consult with the police through 101. When making this call the member of the pastoral team must have full knowledge of the extent of the sexting. Parents should be contacted at the earliest opportunity.

If the police do not feel it meets their threshold, then the member of the pastoral team under the strict advice of the police should ensure that the images are deleted of that device and any other devices they may exist on.

If it meets the threshold for police involvement the member of the pastoral team should hand over to the DSL or DDSL.

It is important that if an incident of sexting occurs, this is treated sensitively and there is an attempt to minimise the impact for the victim. Support should be offered to the victim either through school or through outside agencies.

If sexting involves an adult (Over 18) and a child the matter should be referred to the police and social care immediately.

When sexting takes place between two children under the age of 18 it is important to understand that although a crime has been committed, all parties involved would want to avoid criminalizing the children involved. Therefore, school will primarily treat this as a safeguarding issue as detailed above.

Further guidance on sexting can be found using the following link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Upskirting

Upskirting involves taking photographs (usually using a mobile device) of a persons under garments. It is a criminal offence and students who are the victim of “upskirting” should have the option to report the action to the police. In all cases of upskirting school should consult with the police through 101, parents should be informed and support should be put in place for the victim along with an appropriate educational package for the perpetrator.

Much of the complexity in responding to youth produced sexual imagery is due to its legal status. Making, possessing and distributing any imagery of someone under 18 which is ‘indecent’ is illegal. This includes imagery of yourself if you are under 18.

The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales).

Specifically:

It is an offence to possess, distribute, show and make indecent images of children.

The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.

‘Indecent’ is not defined in legislation. When cases are prosecuted, the question of whether any photograph of a child is indecent is for a jury, magistrate or District Judge to decide based on what is the recognised standard of propriety. For most purposes, if imagery contains a naked young person, a topless girl, and/ or displays genitals or sex acts, including masturbation, then it will be considered indecent. Indecent images may also include overtly sexual images of young people in their underwear.

If there is a reported incident of sexting within school. This must be referred to a member of the pastoral team and the device must be confiscated immediately. A member of staff must not ask to view the images.