



HILBRE HIGH SCHOOL HUMANITIES COLLEGE

SAFEGUARDING POLICY

Author:
Name of Committee approved:
Date ratified at Full Governors:
Date to be reviewed:

Dave White
Full
13th November 2019
October 2020

IF YOU ARE CONCERNED THAT A CHILD IS AT RISK IN ANY WAY PLEASE FOLLOW THE PROTOCOL LISTED BELOW:

Refer concerns to one of the following members of the School Leadership Team

- Mr D White (Assistant Headteacher and Designated Safeguarding Lead)
whited@hilbre.wirral.sch.uk or via Safeguarding phone: 07342 075133
- Mrs J Whisker (Deputy Headteacher and Designated Safeguarding Lead)
whiskerj@hilbre.wirral.sch.uk

This can be done by contacting the above named individuals via e-mail or phone. Staff members can report concerns using Hilbre's Safeguarding software "My Concern" links to which can be found on the school website homepage.

Other Key Contacts:

Role	Name	Contact details
Nominated Governor for Safeguarding and CP	Julie Money	0151 625 5996
Nominated Staff Governor for Safeguarding and CP	Sarah Fleming	0151 625 5996
Chair of Governors	Mike Cockburn	0151 625 5996
Headteacher	Mark Bellamy	0151 625 5996
Local Authority Designated Officer (LADO)	Suzanne Cottrell	0151 666 4582 07780 508919
Prevent Merseyside Police	DS Darren Taylor	0151 777 8311
CADT Central Advice and Duty Team through Integrated Front Door (IFD)	Wirral Social Services	0151 606 2008

RECORD OF HILBRE HIGH SCHOOL STAFF SAFEGUARDING TRAINING

Training Level	Date Completed	Date of Renewal
Whole School Training/Refresher/Updates	September 2019	September 2020
Senior Designated Leads Safeguarding Training Level 2 Training	September 2018 Mr D White (DSL) Mrs J Whisker (DSL)	September 2020
Safeguarding Training Level 2 Training	September 2018 Mr M Bellamy (Headteacher) June 2019 Mr P Hellier (Assistant Head/Sixth Form) July 2019 Mr P Morris (Head of KS4) Miss C Asson (Head of KS3)	September 2020 June 2021 July 2021
Safer Recruitment Training	September 2018 Mr M Bellamy Mrs J Doyle (School Business Manager) Mrs E Harrison (Assistant Headteacher/HR)	September 2023
Governor Training Level 2 Training	September 2018 Miss S Fleming (Staff Governor)	September 2020

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HOW HILBRE HIGH SCHOOL HUMANITIES COLLEGE PROVIDES SAFE WORKING PRACTICES FOR THE PROTECTION OF CHILDREN AND STAFF

Safeguarding Policy 2019

Date of implementation: October 2019
Date of review: October 2020

Review to be undertaken by Safeguarding Board consisting of Julie Money (Safeguarding Governor) and Sarah Fleming (Safeguarding Staff Governor).

INTRODUCTION:

Safeguarding is what we do for all children at Hilbre High School to ensure they are safe and Child Protection is what we do for children who have been harmed or are at significant risk of being harmed. This policy provides the basis for good practice in which the child is safeguarded and protected.

Safeguarding of the child is the responsibility of everyone who works, volunteers or acts on the Governing Body at Hilbre High School.

This Safeguarding policy should be used in conjunction with other Hilbre High School policies (Appendix A).

ETHOS:

Both the Governing Body and the staff at Hilbre High School will ensure that all children at the school are safeguarded at all times. The promotion of the welfare of children under our care is of paramount importance. The ethos of Hilbre High School is one in which the school does all it can to promote a positive, supportive and safe environment.

Hilbre High School strives to create a caring and safe environment in which children can grow safely, both academically and emotionally.

As a school we will work with parents/carers and outside agencies, where necessary, to fully support our children.

SCOPE:

Hilbre High School is dedicated to protecting all students in its care and, unless prevented by statute, that means students over the age of 18 and those who fall into the SEND/Vulnerable adult category up to the age of 25.

This policy applies to all members of staff in Hilbre High School, including all permanent, temporary and support staff, Governors, volunteers, contractors and external service or activity providers.

THE LEGAL FRAMEWORK:

This policy has been developed in accordance with the principles established by:

- The Education Act 2002 Section 175 which places duty on the Governing Body of maintained schools and further education institutes to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with the view to safeguarding and promoting the welfare of all children attending the school. Section 157 of the same act places similar duty on academies.
- Section 10 of the Children Act 2004 states that all schools, including academies, are

required to cooperate with the Local Authority to improve the well-being of children in the Local Authority area.

- Keeping Children Safe in Education (KCSIE): Statutory Guidance for Schools, September 2019.
- Working Together to Safeguard Children: A guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, July 2018.
- The Counter-Terrorism and Security Act 2015/‘Prevent Duty’ for Schools.
- Section 5B of the Female Genital Mutilation Act 2003.

This policy is designed to be read in conjunction with national and Local Authority guidance and procedures shown in Appendix A.

ROLES AND RESPONSIBILITIES:

The school has a **Nominated Governor** Julie Money and a **Nominated Staff Governor** Sarah Fleming who are responsible for overseeing safeguarding at Hilbre High School. These colleagues are responsible for championing good safeguarding practice and to liaise with the Headteacher. The **Governing Body** as a whole is collectively responsible for ensuring that safeguarding practice is embedded within everyday life.

The **Headteacher** (Mr Mark Bellamy) has ultimate responsibility for safeguarding at the school. The Headteacher will act as case manager for any allegations made against teachers and other staff. Allegations made against the Headteacher shall be acted upon by the **Chair of Governors** (Mr Mike Cockburn).

The **Designated Safeguarding Leads** will always be a member of the school’s Senior Leadership Team. In September 2019 the two Designated Safeguarding Leads are Mr David White (Assistant Headteacher) and Mrs Jane Whisker (Deputy Headteacher). The role of the Safeguarding Lead is explained in Appendix D; this is a not an exhaustive list. All the recognised statutory responsibilities that Mr White (DSL) undertakes can be found in Annex B (Page 92-95) KCSIE 2019.

All staff who work or volunteer at Hilbre High School have a responsibility to follow and respect safeguarding and child protection as set out in this document.

TRAINING:

At Hilbre High School we will ensure:

That the Safeguarding policy works together with a Staff Behaviour Code of Conduct policy so all staff working at Hilbre High School are appropriately trained.

Two Senior Leaders share overall safeguarding responsibility for the school (Page 2). These professionals have attended appropriate training as instructed by Wirral Safeguarding Children Partnership and keep up to date with relevant statutory guidance. A further five staff including the Headteacher, Head of Key Stage s and Staff Governor have attended Level 2 training. This training is updated every 2 years. Both Designated Safeguarding Leads have attended WRAP training and have disseminated Prevent guidance to both staff through training and students through specific assemblies. Prevent guidance can be found in the Prevent policy 2018.

All other staff undertake Safeguarding Level 1 training at least once every 2 years. New staff taking up posts will receive training immediately. All staff are aware of what protocol to follow if they have a concern about a child using “My Concern” safeguarding software. Staff development days and weekly briefing are also used to underpin good practice. All staff are prepared so they can identify children who may benefit from early help. This means that Hilbre staff can help provide support as soon as it is needed.

All staff are made aware of the process of making referrals to children's social care through the Wirral Integrate front door (Appendix D). All staff are made aware of Wirral Safeguarding Partnership Thresholds which are displayed in all appropriate offices.

The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training and has been updated on the Keeping Children Safe in Education advice published in 2019 and the Working Together to Safeguard Children 2018. This person is Mrs Jane Doyle (School Business Manager). Enhanced DBS checks are in place for all members of staff and also for external members of educational services who may visit the school.

Safeguarding policy and procedures will be reviewed annually and the Safeguarding policy is available on the school website or in hard copy from the school safeguarding office.

Hilbre High School ensures that all children within the school are aware of the importance of keeping themselves and those around them safe. This may be part of a broad and balanced curriculum covering relevant issues in core lessons, development lessons, citizenship lessons, active form time, structured assemblies and outside agency visits. Both students and parent/carers receive safeguarding guidance through safeguarding e-mail messages and school newsletters. All students at Hilbre receive "Prevent" anti-radicalisation guidance annually.

AIMS OF SAFEGUARDING AT HILBRE HIGH SCHOOL HUMANITIES COLLEGE:

To support the child's development in ways that will foster security, confidence and independence.

To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.

To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse, neglect, CSE, CCE, online factors, forced marriage, female genital mutilation or radicalisation (reference Appendix B).

To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.

To emphasise the need for good levels of communication between all members of staff.

To maintain structured and effective procedures within the school which will be followed by all members of the school community in cases of suspected abuse.

To develop and promote effective working relationships with other agencies, such as Local agencies, Police and Social Care.

To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check and a central record is kept for audit.

All teaching staff in roles of responsibility from subject leader upwards at Hilbre High School will also be checked that they are not prohibited to teach under Section 128 direction. Governors will also be checked under the same Section 128 direction.

Hilbre High School will follow Flow Chart of Disclosure and Barring Service Criminal Record Checks and Barred List Checks found on Page 40 of KCSIE 2019 Statutory Guidance

Documentation.

SAFEGUARDING PROCEDURE:

Hilbre High School have developed structured procedures in line with KCSIE 2019 Statutory Guidance and Wirral Safeguarding Children Partnership guidance.

The name and contact details of the Designated Safeguarding Leads are clearly displayed around the school building.

“My Concern” safeguarding software is to be used by staff to record concerns securely.

CHILD PROTECTION PROCEDURE/DEALING WITH DISCLOSURES:

Any person who is concerned about a child being at risk of harm in anyway should contact the relevant professional identified on page one or report on “My Concern” immediately. Once the concern has been raised Hilbre safeguarding protocol will be followed (Appendix C).

When dealing with a disclosure made by a child the following advice is to be followed by all staff:

- Establish immediately that things cannot be kept a secret and confidentiality cannot be promised.
- Listen to what is being said without making judgement.
- Only ask questions for clarification purposes.
- Accept what is said.
- Allow child to talk freely.
- Reassure the child they are doing the right thing in reporting concerns.
- Do not criticise the alleged perpetrator.
- Explain to the child what will happen next and who will be told.
- Inform DSL straight away and record conversation on “My Concern”.

SUPPORTING ALL CHILDREN:

At Hilbre High School we recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all children by:

Encouraging self-esteem and self-assertiveness, throughout all subjects in the curriculum as well as our relationships, whilst not condoning aggression or bullying.

Promoting a caring, safe and positive environment within the school.

Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

Notifying Social Care as soon as there is a significant concern.

Providing support within school with effective pastoral/counselling interventions.

Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school safeguarding and medical records are forwarded as a matter of priority with a time frame within two weeks.

SPECIFIC SAFEGUARDING CONCERNS:

The school expects all staff to have an awareness of a variety of safeguarding issues (Appendix B). Staff are aware of how to identify and initially deal with abuse and neglect in a proactive and compliant manner and where to seek guidance.

Staff are aware to be particularly vigilant for any potential early help intervention with a child who:

- is disabled and has specific needs;
- has SEN;
- is a young carer;
- is showing signs of being drawn into anti-social or criminal behaviour;
- is missing from school/care or from home;
- is at risk of exploitation;
- is in a family circumstance presenting challenges for the child;
- has returned home from care;
- is privately fostered.

Staff are aware of safeguarding issues such as drug taking, alcohol abuse, deliberately missing education and sexting and how they put children in danger.

Staff are aware that children can abuse each other (Peer on Peer abuse Section 98 KCSIE 2019 Statutory Guidance). Staff are aware that such abuse may manifest itself as:

- Bullying (including cyberbullying).
- Physical abuse.
- Sexual violence.
- Sexual harassment.
- Upskirting.
- Sexting.
- Initiation/hazing.

Staff are aware that peer on peer abuse should never be passed off as “banter”, “just having a laugh” or “part of growing up.”

Pastoral support for victims through a structured system is in place as well as systems of revisiting guidance and education for the perpetrators to avoid repeat behaviour.

Hilbre staff have been made aware of the additional guidance given in Part 5: Child on Child Sexual Violence and Sexual Harassment. Hilbre High staff are aware to follow Hilbre Child Protection and Disclosure Procedures in such cases and to contact the DSL immediately.

Guidance in the Keeping Children Safe in Education 2019 Statutory Guidance provides information on safeguarding issues all staff should be aware of. This guidance is embedded in Hilbre's safeguarding training.

PREVENTING RADICALISATION:

Any person who is concerned that a child at risk of radicalisation should contact a Hilbre High School Designated Safeguarding Lead immediately. Hilbre has developed a Prevent policy that

should be used by all when concerns are raised. Hilbre has adopted a holistic approach including children, staff and parent/carer guidance being given. This has been done through staff training, student assemblies and parental e-mails.

ON-LINE SAFETY:

The use of technology has become a significant component of many safeguarding issues for example bullying, child sexual exploitation, child criminal exploitation and radicalisation (Hilbre High School Prevent policy).

Areas of risk identified by DFE:

- Content: being exposed to illegal, inappropriate or harmful material.
- Contact: being subject to harmful online interactions with others.
- Conduct: personal online behaviour that increases vulnerability of individual.

Additionally, children at Hilbre High access the internet in three ways:

1. In school, via the school's network and using school hardware.
2. In school, using their own devices either connected to school network or a third party's provider network.
3. Outside of school using their own devices and other network.

Hilbre High School follows statutory guidance given by the DFE 'Keeping Children Safe in Education' 2019 documentation Annex C: Online Safety.

The teaching of online safety is embedded within the curriculum with regular guidance given to Hilbre High School children through IT lessons, CEOP presentations, student development lessons and assemblies. Parents and carers receive regular safeguarding updates via e-mail regarding on line safety.

The school will apply appropriate filters and ensure through "Smoothwall" that students are not exposed to inappropriate material. Weekly audits of internet activity of students is made available to the DSL.

RECORD KEEPING:

All concerns, conversations and decisions made and criteria for decision making must be recorded and stored securely using "My Concern" and safeguarding files. For such incidents a chronology of events are kept.

Children who leave the school for other establishment will continued to be supported by the sharing of relevant information following confidentiality procedures.

Parents/carers will be kept informed unless concern involvement prohibits this.

CONFIDENTIALITY:

We recognise that all matters relating to child protection are confidential.

The Designated Safeguarding Leads and Headteacher will disclose any information about a child to other members of staff and other agencies on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they must follow the school Child Protection Procedure already stated and outlined in Appendix C.

We will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Wirral Central Advice and Duty Team for advice.

INTER-AGENCY DEVELOPMENT:

Hilbre actively promotes effective working relationships with other agencies, including agencies providing early help services to children, the police and Wirral's Children's Social Service. The implementation of early help can help support a child as soon as a concern arises and can lead to rapid support resulting in a quick and sustainable resolution.

Hilbre will work efficiently and effectively with other agencies when a concern is raised (Appendix C).

Hilbre will ensure that relevant staff participate in multi-agency meetings, sometimes as lead professionals. These multi-agency meetings include Child Protection Conferences, MASH, Child In Need and Team Around Family (TAF) meeting. This is not an exhaustive list but the most common we are currently experiencing at Hilbre. The staff participating in these meetings follow Wirral Safeguarding Children Partnership guidance to ensure continuity and effectiveness.

Hilbre offers internal early help services for both children and all staff. Examples of these services are independent counsellors and services linked to mental health such as "Thrive."

MAKING REFERRALS TO OTHER AGENCIES:

In the case of any concerns being raised, the Designated Safeguarding Leads will make a decision on whether school based intervention/support is required and sufficient or whether the case should be referred to social services through the Central Advice Duty Team and access to Integrated Front Door initiated. Early Help Assessment Tool forms will be used to assess initial needs. Multi Agency Safeguarding Hub (MASH) intervention will be assessed by Social Services based on concerns highlighted on request for services level 3 and 4 forms. Concerns raised will be initially recorded on "My Concern" (refer to Appendix C). All subsequent information will be held securely on "My Concern" in line with GDPR regulations.

WHISTLE-BLOWING AND COMPLAINTS:

We recognise that children 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 management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Local Authority Designated Officer (LADO).

We have a clear reporting procedure for children, parents and others to report concerns or complaints. These procedures are laid out in the Complaints policy.

SUPPORTING STAFF AT HILBRE:

Hilbre recognises that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their

anxieties with the Designated Safeguarding Lead and, if appropriate, seek further support through our counselling services.

ALLEGATIONS AGAINST STAFF AT HILBRE:

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults.

All staff should be aware of the Hilbre's own Staff Behaviour and Code of Conduct policy. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.

We understand that a student may make an allegation against a member of staff.

If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.

The Headteacher on all such occasions will discuss the content of the allegation with the LADO.

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the LADO and Chair of Governors, without notifying the Headteacher first.

The school will follow the Wirral's procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO.

In the event of an allegation against the Headteacher, the decision to suspend will be made by the Education Services' Operations Director with advice from the LADO.

ANTI-BULLYING:

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms eg. physical/emotional, cyber/internet, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse. We keep a record of bullying incidents.

RACIST INCIDENTS:

Repeated racist incidents or a single serious incidents may lead to consideration under child protection procedures. Hilbre High School keeps a record of all racist incidents in our Behaviour monitoring record.

PHYSICAL INTERVENTION:

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Hilbre has developed a Safer Handling Policy

with appropriate members of staff receiving safer manual handling training.

Such events should be recorded and signed by a witness. These events will be subject to detailed scrutiny by members of the Senior Leadership Team or Governors if it involves Senior Leadership members.

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

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundaries. Guidance on Safer Working Practices is available on the DfE website.

HEALTH AND SAFETY:

Our Health and Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

It is the responsibility of Hilbre High School to ensure that all children and staff are safe when in the school building/site. The school will endeavour to make sure that the buildings and site are safe and the chances of accidental injuries to all are minimised.

This will include the putting into place evacuation procedures that are familiar to all students and staff.

Other safeguarding procedures that are followed at Hilbre High School which lead to a safer environment are listed below:

- All staff to wear identity badges at all times while on site.
- All visitors to be guided to reception by signage.
- All visitors to the school, including contactors, to sign in and be given a visitor's badge, which confirms they have permission to be on site.
- All visitors to Hilbre to wear visitor's badges at all times while on site.
- All individuals not wearing badges to be challenged.
- All external doors to be secured at all times and only accessible through a coded key-fob.
- Controlled access of vehicles to the site with maximum speed limit of 5 miles an hour.
- Provision of separate vehicular and pedestrian access to the site.
- The perimeter of the site is secure.
- Extensive coverage of building and site by CCTV.

PREVENTION:

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

Hilbre High School Humanities College will, therefore:

Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

Include regular consultation with children eg. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes.

Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

Include safeguarding across the curriculum, which will equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to secondary school and more personal safety/independent travel. CEOP video shown to parents/carers at Transition Evening. Guidance and advice given. New Year 7 students receive structured guidance and advice immediately after starting at school about internet safety and making safe informed choices in safeguarding assembly.

Ensure all staff are aware of school guidance for use of “My Concern” and for their use of mobile technology and have received statutory guidance concerning safeguarding issues around the use of mobile technologies and their associated risks.

APPENDIX B:

RECOGNISING SIGNS OF CHILD ABUSE/NEGLECT:

Categories of abuse:

- Physical abuse.
- Emotional abuse (including domestic abuse).
- Sexual abuse.
- Neglect.
- Peer on Peer Abuse.

Signs of abuse in children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour.
- Extreme anger or sadness.
- Aggressive and attention-seeking behaviour.
- Suspicious bruises with unsatisfactory explanations.
- Lack of self-esteem.
- Self-injury.
- Depression.
- Age inappropriate sexual behaviour.
- Child sexual exploitation.

Risk indicators:

The factors described in this section are frequently found in cases of child abuse.

Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm.
- Justifies the need for careful assessment and discussion with designated/named/lead person, manager, (or in the absence of all those individuals, an experienced colleague).
- May require consultation with and/or referral to Children's Services.
- The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/carers.
- Act in a way that is inappropriate to her/his age and development (though full account will need to be taken of different patterns of development and different ethnic groups).

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses.
- Have unrealistic expectations of the child.
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment).
- Be absent or misusing substances.
- Persistently refuse to allow access on home visits.

- Be involved in domestic abuse.

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising physical abuse:

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury.
- Several different explanations provided for an injury.
- Unexplained delay in seeking treatment.
- The parents/carers are uninterested or undisturbed by an accident or injury.
- Parents/carers are absent without good reason when their child is presented for treatment.
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury).
- Family use of different doctors and A&E Departments.
- Reluctance to give information or mention previous injuries.

Bruising:

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth.
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive).
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally.
- Variation in colour possibly indicating injuries caused at different times.
- The outline of an object used eg. belt marks, hand prints or a hair brush.
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting.
- Bruising around the face.
- Grasp marks on small children.
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

Bite Marks:

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds:

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious eg:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine).
- Linear burns from hot metal rods or electrical fire elements.

- Burns of uniform depth over a large area.
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks).
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation.
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures:

Fractures may cause pain, swelling and discolouration over a bone or joint.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type.
- There are associated old fractures.
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement.
- Scars.
- A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising emotional abuse:

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay.
- Abnormal attachment between a child and parent/carer eg. anxious, indiscriminate or not attachment.
- Indiscriminate attachment or failure to attach.
- Aggressive behaviour towards others.
- Scape-goated within the family.
- Frozen watchfulness, particularly in pre-school children.
- Low self-esteem and lack of confidence.
- Withdrawn or seen as a “loner” - difficulty relating to others.

Recognising signs of sexual abuse:

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct.
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age.
- Continual and inappropriate or excessive masturbation.
- Self-harm (including eating disorder), self-mutilation and suicide attempts.
- Involvement in prostitution or indiscriminate choice of sexual partners.
- An anxious unwillingness to remove clothes eg. for sports events (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area.
- Blood on underclothes.
- Pregnancy in a younger girl where the identity of the father is not disclosed.
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Sexual abuse by young people (Peer on Peer):

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

ASSESSMENT:

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

Equality - Consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies.

- Consent** - Agreement including all the following:
Understanding that is proposed based on age, maturity, development level, functioning and experience.
Knowledge of society's standards for what is being proposed.
Awareness of potential consequences and alternatives.
Assumption that agreements or disagreements will be respected equally.
Voluntary decision.
Mental competence.
- Coercion** - The young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

RECOGNISING NEGLECT:

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

Failure by parents or carers to meet the basic essential needs eg. adequate food, clothes, warmth, hygiene and medical care.

A child seen to be listless, apathetic and unresponsive with no apparent medical cause.

Failure of child to grow within normal expected pattern, with accompanying weight loss.

Child thrives away from home environment.

Child frequently absent from school.

Child left with adults who are intoxicated or violent.

Child abandoned or left alone for excessive periods.

Peer on Peer abuse Section 98 KCSIE 2019.

CHILD SEXUAL EXPLOITATION/CHILD CRIMINAL EXPLOITATION:

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- Underage sexual activity.
- Inappropriate sexual or sexualised behaviour.
- Sexually risky behaviour, 'swapping' sex.
- Repeat sexually transmitted infections.
- In girls, repeat pregnancy, abortions, miscarriage.
- Receiving unexplained gifts or gifts from unknown sources.

- Having multiple mobile phones and worrying about losing contact via mobile.
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs).
- Changes in the way they dress.
- Going to hotels or other unusual locations to meet friends.
- Seen at known places of concern.
- Moving around the country, appearing in new towns or cities, not knowing where they are.
- Getting in/out of different cars driven by unknown adults.
- Having older boyfriends or girlfriends.
- Contact with known perpetrators.
- Involved in abusive relationships, intimidated and fearful of certain people or situations.
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers.
- Associating with other young people involved in sexual exploitation.
- Recruiting other young people to exploitative situations.
- Truancy, exclusion, disengagement with school, opting out of education altogether.
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual).
- Mood swings, volatile behaviour, emotional distress.
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders.
- Drug or alcohol misuse.
- Getting involved in crime.
- Police involvement, police records.
- Involved in gangs, gang fights, gang membership.
- Injuries from physical assault, physical restraint, sexual assault.

SAFEGUARDING CHILDREN - FORCED MARRIAGE:

Definition:

A 'forced' marriage (as distinct from a consensual 'arranged' marriage) is defined as one conducted without the valid consent of at least one of the parties and where duress is a factor. Duress cannot be justified on religious or cultural grounds. Forced marriages of children may involve non-consensual and/or underage sex, emotional and physical abuse and should be regarded as a child protection issue and referred to Children's Social Care.

Although there is no specific criminal offense of a forced marriage, the forced marriages of children (and vulnerable adults) may involve one or more criminal offences, e.g. common assault, cruelty to persons under 16, child abduction, rape, kidnapping, false imprisonment and even murder. The Forced Marriage (Civil Protection) Act 2007 came into force in November 2008. The Act gives the courts a wide discretion to deal flexibly with each individual case, employing civil remedies that offer protection to victims without criminalising family members. Forced Marriage is primarily, but not exclusively, an issue of abuse against girls and young women: 'Most cases involve young women aged between 13 and 30, although there is evidence to suggest that as many as 15% of victims are male (Young People & Vulnerable Adults Facing Forced Marriage; Practice Guidance for Social Workers).

Whilst the majority of cases encountered in the UK involve South Asian families, partly reflecting the composition of the UK populations, there have been cases involving families from East Asia, the Middle East, Europe and Africa. Some forced marriages take place in the UK with no overseas element, whilst others involve a partner coming from overseas or a British citizen being sent abroad.

Recognition:

Victims of existing or prospective forced marriages may be fearful of discussing their worries with friends and teachers, but may come to the attention of professionals for various behaviours or circumstances consistent with distress.

These may include:

- A family history of siblings being forced to marry or to marry early.
- A sibling who suddenly disappeared or went abroad.
- Frequent authorised absences or truancy from school/lessons.
- Social isolation.
- A sudden decline in education performance, aspirations or motivation.
- Unreasonable restrictions on the child's liberty e.g. accompanied to/from school, not allowed to attend extra-curricular activities.
- Depression, self-harming behaviour, eating disorders.
- Lethargy and inability to concentrate.
- Physical and domestic violence and abuse.
- Running away from home.
- Reports of having left the country suddenly or being on an extended family holiday.

Response:

Staff should not make assumptions that a child is at risk and try to establish the full facts from the child at the earliest opportunity. The child must be provided with the opportunity to speak on her/his own, in a private place. S/he may face significant harm if her/his family learn that s/he has sought help or advice.

Mediation should not be attempted. The needs of victims of forced marriage vary. They may need help to avoid a threatened forced marriage or dealing with the consequences of a forced marriage that has already taken place. Staff should seek consultation and advice from the school's Designated Senior Person who will contact the local LSCB identified lead professional on forced marriage. The Forced Marriage Unit should also be consulted.

Where there is information of an existing or prospective forced marriage of a child aged less than 18 years, child protection issues should be addressed by referral to Children's Social Care, without prior discussion with the family or community.

SAFEGUARDING CHILDREN - FEMALE GENITAL MUTILATION:**Definition:**

Female Genital Mutilation (FGM) is a collective term for procedures which include the removal of part/all external female genitalia for cultural or other non-therapeutic reasons. The practice is not required by any major religion and is medically unnecessary, painful and has serious health consequences at the time it is carried out and in later life. The procedure is typically performed on girls aged between 4 and 13, but is also performed on new born infants and on young women before marriage/pregnancy. A number of girls die as a direct result of the procedure, from blood loss or infection. Girls may be circumcised or genitally mutilated illegally by doctors or traditional health workers in the UK, or sent abroad for the operation.

Law:

Female circumcision, excision or infibulations (FGM) is illegal in this country by the Female

Genital Mutilation Act 2003, except on specific physical and mental health grounds (see the Home Office website).

It is an offence to:

- Undertake the operation (except in specific physical or mental health grounds?).
- Assist a girl to mutilate her own genitalia.
- Assist a non-UK person to undertake FGM of a UK national outside UK (except in specific physical or mental health grounds).
- Assist a UK national or permanent UK resident to undertake FGM of a UK national outside the UK (except in specific physical or mental health grounds).

Recognition:

A child may be considered at risk if it is known older girls in the family have been subject to the procedure. Pre-pubescent girls 7 to 10 are at highest risk, though the practice has been reported amongst babies. Suspicions may arise if a family is known to belong to a community in which FGM is practiced and is making preparations for the child to take a holiday, arranging vaccinations or planning school absence and the child may refer to a 'special procedure' taking place.

Indications that FGM may have already occurred include:

- Prolonged school absence with noticeable behaviour change on return.
- Bladder and menstrual problems.
- Reluctance to receive medical attention or participate in sport.

Response:

Any suspicion of intended or actual FGM must be referred to Children's Social Care, in accordance with the Referral and Assessment Procedure. Children's Social Care, must inform the police at the earliest opportunity and convene a strategy meeting within 2 working days if:

There is suspicion that a girl or young woman, under the age of 18, is at risk of undergoing this procedure.

It is believed that a girl or young woman is at risk of being sent abroad for that purpose or
There are indications that girl or young woman has suffered mutilation or circumcision.

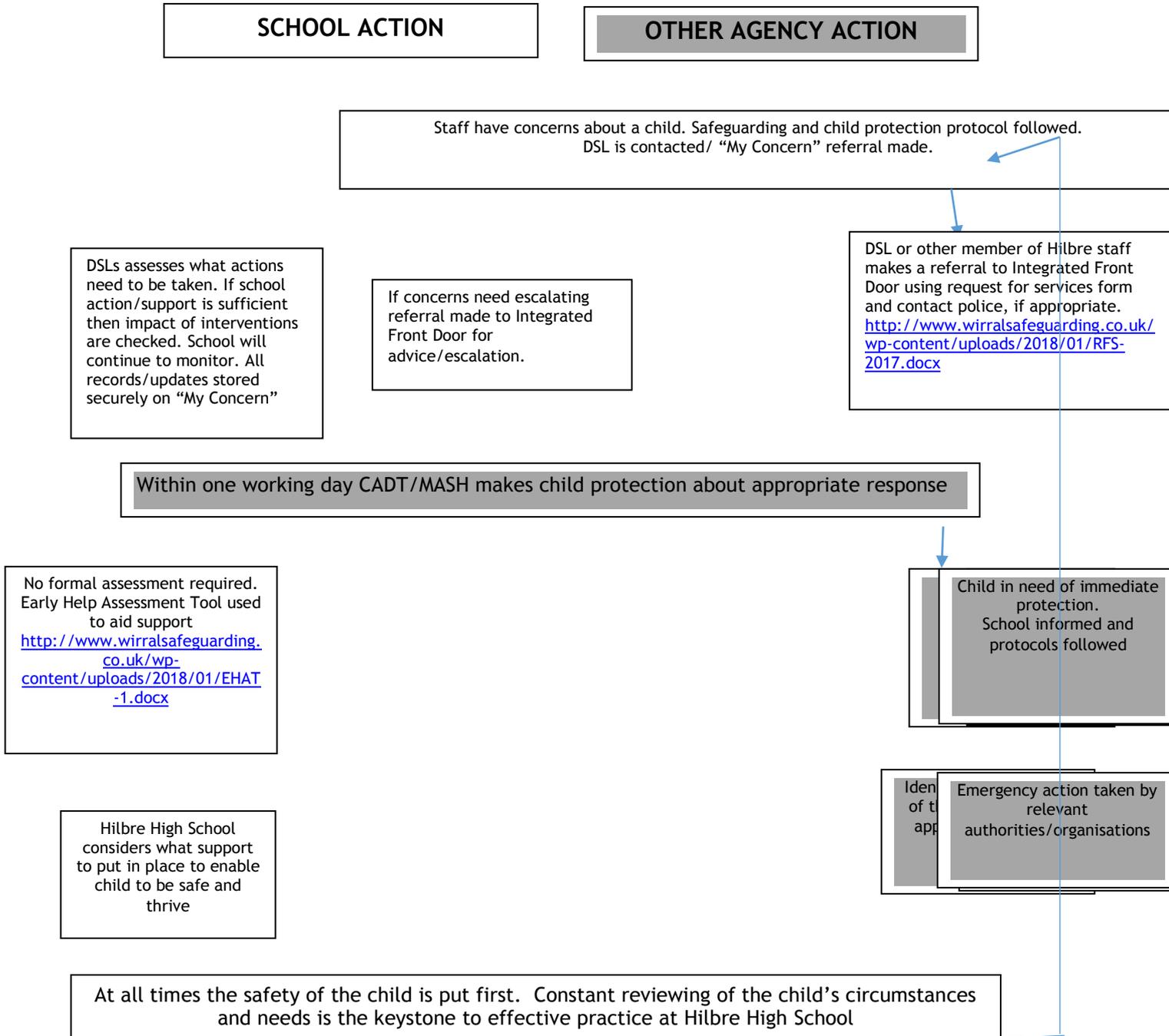
Prevention:

Agencies should work together to promote a better understanding of the damaging consequences to health (physical and psychological) of FGM. Wherever possible, the aim must be to work in partnership with parents and families to protect children through parents' awareness of the harm caused to the child.

APPENDIX C:

**Hilbre High School Humanities College
Safeguarding policy**

Procedures of child protection where there are concerns about a child under our care



APPENDIX D:

THE RESPONSIBILITIES OF THE DESIGNATED SAFEGUARDING LEAD(S) AT HILBRE HIGH SCHOOL

FIRST POINT OF CONTACT:

To be first point of contact with regard to all safeguarding matters with the exception of concerns about adult members of the school community. To liaise with the Headteacher about safeguarding issues. The lead responsibility for protecting children at Hilbre High School remains with Mr David White (DSL).

MAKING REFERRALS:

To refer or guide other trained colleagues to refer relevant safeguarding/child protection concerns to Wirral Social Care (Appendix C).

To act as a source of advice, expertise and support to staff/children regarding safeguarding and child protection concerns.

To aid the escalation of concerns to relevant organisations and advise staff on correct procedures.

To work with colleagues to ensure absent or missing from education children are reported to authorities.

To be key contact for Operation Encompass.

To aid staff who have made a channel referral.

Annex B of KCSIE 2019 for all responsibilities of DSL.

AVAILABILITY:

To ensure that advice of a safeguarding/child protection nature is available to all staff 24 hours a day via the safeguarding phone (see Page 2). This is especially important for trips involving students).

TRAINING:

To ensure that all staff are up to date with safeguarding training (see Page 3), including Safer Recruitment training for all Senior Leaders and Governors involved in interviews.

AWARENESS RAISING:

To ensure all staff and volunteers understand and are aware how to report concerns and what to do if they have a concern about a child.

To constant review policy and procedures in response to local and national statutory guidance.

To provide annual reviews/briefings to staff of school and highlight good practice and any developmental changes.

To provide reports to governors detailing policy/procedure changes and any other requested safeguarding/child protection information.

QUALITY ASSURANCE:

To monitor the quality of safeguarding practice in the school through vigilance of "My Concern".

Produce termly audits of safeguarding and child protection using “My Concern”. These audits will be used to inform and to drive future training and development.

Overall it is the responsibility of the DSL to ensure that Hilbre High School is a safe and vigilant environment in which children can grow.