



HILBRE HIGH SCHOOL HUMANITIES COLLEGE

SAFEGUARDING POLICY

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

Mr David White
Full
April 2023

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
- **Mr P Lloyd (Deputy Headteacher Pastoral and Intervention)**
lloydp@hilbre.wirral.sch.uk
- **Mrs J Whisker (Deputy Headteacher and Deputy 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, at any time using the school’s safeguarding software “My Concern”, links to which can be found on the school website homepage.

Other Key Contacts:

<u>Role</u>	<u>Name</u>	<u>Contact details</u>
Chair of Trustees	Mike Cockburn	0151 625 5996 schooloffice@hilbre.wirral.sch.uk
Headteacher	Mark Bellamy	0151 625 5996 schooloffice@hilbre.wirral.sch.uk
Nominated Trustee for Safeguarding and CP	Julie Money	0151 625 5996 schooloffice@hilbre.wirral.sch.uk
Local Authority Designated Officer (LADO)	Pamela Cope	Mobile 07748873560 pamelacope@wirral.gov.uk
Social Worker in School (SWIS)	Rachel Tyman	racheltyman@wirral.gov.uk
Prevent Co-ordinator	Alison Burnett	07394559106 Alison.Burnett@Liverpool.gov.uk
Constable Safer Schools Officer	Emily Scarratt	07976 769225
Integrated Front Door (IFD)	Wirral Social Services	0151 606 2008 ifd@wirral.gov.uk

RECORD OF HILBRE HIGH SCHOOL STAFF SAFEGUARDING TRAINING 2020-2022:

Training Level	Date Completed	Date of Renewal
Whole School training/refresher/updates	September 2021	September 2022
Whole School Prevent training	March 2020	March 2023
Designated Safeguarding (DSL) training	September 2020 Mr David White (DSL)	September 2022
Designated Safeguarding training	May 2021 Mr Paul Lloyd	May 2023
Designated Safeguarding Lead training	January 2021 Mrs Jane Whisker	January 2023
Safer Recruitment training	September 2018 Mr M Bellamy (Headteacher) Mrs J Doyle (School Business Manager) Mrs E Harrison (Assistant Headteacher)	September 2023
	September 2019 Mr D White (Assistant Headteacher/DSL) Mrs J Whisker (Deputy Headteacher/DDSL)	September 2024
Trustee Safeguarding training	June 2020 Mrs J Money (Nominated Trustee for Safeguarding and Child Protection)	June 2022

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Safeguarding policy 2022

Date of implementation: April 2022

Date of review: April 2023

Review to be undertaken by Safeguarding Board, consisting of Julie Money (Safeguarding Trustee) and Mr Mark Bellamy (Headteacher).

INTRODUCTION:

Safeguarding is what we do for all children at Hilbre High School to ensure they are safe. 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 Board of Trustees at Hilbre High School.

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

OUR ETHOS:

Both the Board of Trustees 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.

The school ethos aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly trained in recognising and reporting safeguarding issues.

THE LEGAL FRAMEWORK:

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

- Keeping Children Safe in Education (KCSIE): Statutory Guidance for Schools 2021. Department for Education.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

- Working Together to Safeguard Children: A guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, July 2018. Department for Education

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

- Part 3 of Education Regulations 2014. www.legislation.gov.uk
- The Children Act 1989 (2004 amendment). www.legislation.gov.uk
- The Counter-Terrorism and Security Act 2015/ 'Prevent Duty' for Schools. www.gov.uk
- Section 5B of the Female Genital Mutilation Act 2003. www.legislation.gov.uk

Hilbre High School complies with all guidance published by our 3 local safeguarding partners identified below:

- Local Authority (Wirral Local Authority)
- Chief Officer of Police (Andy Cooke Merseyside Police)
- Clinical Commissioning group (Wirral Clinical Commissioning Group)

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 **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 Trustees** (Mr Mike Cockburn).

The **Designated Safeguarding Lead** will always be a member of the school's Senior Leadership Team. In September 2022, the Designated Safeguarding Lead (DSL) is Mr David White (Assistant Headteacher). Mr Paul Lloyd (Deputy Headteacher) and Mrs Jane Whisker (Deputy Headteacher) are the Deputy Designated Safeguarding Leads (DDSL). The role of the Safeguarding Lead is explained in Appendix D; this is not an exhaustive list. All the recognised statutory responsibilities that Mr David White (DSL) undertakes can be found in Keeping Children Safe in Education (KCSIE): Statutory Guidance for Schools 2021. Department for Education.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

The school has a **Nominated Trustee**, Julie Money, who is responsible for overseeing safeguarding at Hilbre High School. This Trustee is responsible for championing good safeguarding practice and liaising with the DSL and Headteacher. Termly safeguarding audits are undertaken by Julie Money. The **Board of Trustees**, as a whole, is collectively responsible for ensuring that safeguarding practice is embedded within everyday life.

All staff who work or volunteer at Hilbre High School have a responsibility to follow correct safeguarding protocols and be aware of the correct child protection actions 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.

Senior teachers have attended appropriate training as instructed by Wirral Safeguarding Children Partnership and keep up to date with relevant statutory guidance. Both Designated Safeguarding Lead and one Deputy have attended a Workshop to Raise Awareness of Prevent (WRAP) sessions. All staff, through Prevent training, are made aware of the following:

- What is meant by terrorism and extremism?
- Recognise what may make someone more vulnerable to radicalisation.
- Have a clearer understanding of the referral process and support for those vulnerable to radicalisation (Channel).

Prevent guidance can be found in the schools' Prevent policy 2019, on the school website. All teaching staff have undertaken Prevent Certified training in 2020, through the National College.

All other staff undertake Safeguarding Level 1 training every year. 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 held centrally at school. Staff development days and weekly briefings are also used to underpin good practice. All staff are prepared so they can identify children who may benefit from early help (in relation to safeguarding and or child protection?). All trainee staff undertake safeguarding training led by the DSL.

All staff are made aware of the process of making referrals to children's social care through the Wirral Integrated 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' (2021) advice and the document Working Together to Safeguard Children (2018)). Enhanced DBS checks are in place for all members of staff and for external members of educational services who may visit the school. All adults other than teachers who work within the school and Trustee members are DBS checked.

CONTEXTUAL SAFEGUARDING AT HILBRE HIGH SCHOOL HUMANITIES COLLEGE:

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, Personal, Social and Health Education (PSHE), Active Form Time (AFT), structured assemblies and outside agency visits. Both students and parent/legal guardians receive safeguarding guidance through safeguarding e-mail messages and school newsletters. All students at Hilbre receive age appropriate "Prevent" anti-radicalisation guidance within our British Values content within PSHE lessons.

Hilbre will support childrens' development in ways that will foster security, confidence and independence.

Hilbre provides 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 listened to.

Hilbre raises 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, sexual exploitation, criminal exploitation, online factors, forced marriage, female genital mutilation or radicalisation (reference Appendix B).

Hilbre provides a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contributes to assessments of need and support packages for those children. Working closely with Wirral safeguarding partners, Hilbre remains vigilant at all times to protect and act effectively with speed, if a student is in need. The appropriate actions are shown in Appendix C and staff will always be guided by the DSL.

Hilbre emphasises the need for good levels of communication between all members of staff in regard to safeguarding. This is promoted through appropriate training and the use of "my concern" safeguarding software. All teaching and support staff in school are trained to use this software.

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

Hilbre develops and promotes effective working relationships with other agencies, such as Local Support Agencies, Health, Police and Social Care. Examples at Hilbre are external counselling support from Health Services in Schools and the integration of our School Police Officer into our PSHE curriculum delivery.

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. The compliancy of the Single Central Record is the responsibility of the DSL.

A Section 128 check will be undertaken by school for management or trustee roles within the

school to see whether a person is banned from being involved in the management and governance of schools.

Hilbre High School will follow Flow Chart of Disclosure and Barring Service Criminal Record Checks and Barred List Checks found within KCSIE 2021 Statutory Guidance Documentation. This is an integral part of our safer recruitment practice for all staff at Hilbre and recorded on our Single Central Record.

SAFEGUARDING, CHILD PROTECTION AND PROCEDURES:

Hilbre High School has developed structured procedures in line with KCSIE 2021 Statutory Guidance and Wirral Safeguarding Children Partnership 2020 guidance (Appendix D).

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

All staff are aware of the procedures to follow and are trained in recognising and reporting safeguard concerns (Appendices C and D).

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

IF YOU HAVE CONCERNS ABOUT A CHILD (AS OPPOSED TO BELIEVING A CHILD IS SUFFERING OR LIKELY TO SUFFER FROM HARM, OR IS IN IMMEDIATE DANGER):

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children’s social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children’s social care directly, if appropriate (see ‘Referral’ below). Share any action taken with the DSL as soon as possible.

EARLY HELP:

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children’s social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

REFERRAL:

If it is appropriate to refer the case to local authority children’s social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly, you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

IF YOU HAVE CONCERNS ABOUT EXTREMISM:

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate. Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and Trustees can call to raise concerns about extremism with respect to a student. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger.
- Think someone may be planning to travel to join an extremist group.
- See or hear something that may be terrorist-related.

IF YOU HAVE A MENTAL HEALTH CONCERN:

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the referral steps outlined above.

If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

DISCLOSURE PROCEDURES:

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:

- Make sure the student feels safe.
- Establish immediately that any disclosure 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”.

IF A CHILD MAKES A DISCLOSURE TO YOU:

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions.
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Write up your conversation as soon as possible in the child’s own words and put on My Concern. Stick to the facts, and do not put your own judgement on.
- If appropriate, make a referral to children’s social care and/or the police directly and tell the DSL as soon as possible that you have done so.
- Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

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 children to have a high 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 continued support to a child about whom there have been concerns who leaves the school. 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. All safeguarding files held on “My Concern” will be either sent securely electronically to another school using “My Concern” or printed off and sent securely to the next educational establishment. In more serious cases, a safeguarding handover meeting will be arranged between schools with DSLs in attendance.

SPECIFIC SAFEGUARDING CONCERNS:

The school expects all staff to have an awareness of a variety of safeguarding issues and how they may present (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 Special Educational Needs (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 (2021) Statutory Guidance). Staff are aware that such abuse may manifest itself as:

- Peer on Peer abuse (including cyberbullying).
- Physical abuse.
- Sexual violence.
- Sexual harassment.
- Upskirting (the taking of pictures under outer clothing via devices on unsuspecting persons; now a criminal offence).
- Sexting (the sending/exchanging of inappropriate images/nude images/texts on devices).
- Initiation/hazing (individuals being pressured into taking part in inappropriate activities to become part of a group).

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

Hilbre staff have been made aware of the additional guidance given in Part 5: Peer on Peer Sexual Violence and Sexual Harassment KCSIE 2021. Staff are aware through their training to contact the DSL immediately.

STUDENT EXPLOITATION:

Hilbre is vigilant in ensuring that if a child is at risk of sexual exploitation (CSE) or criminal exploitation (CCE) supportive measures are quickly implemented. An example of this would be if a child’s behaviour significantly changes or they gain expensive material good from an unknown source. Support work to enable students to avoid becoming victims of such abuse is embedded within curriculum models and PSHE schemes of work. County lines exploitation is discussed in assemblies to equip our students with the relevant information. Staff are trained to recognise the signs of exploitation and how to act appropriately by contacting the DSL immediately.

SUSPICION OF FEMALE GENITAL MUTILATION (FGM):

- Keeping Children Safe in Education explains that FGM comprises “all procedures involving

partial or total removal of the external female genitalia, or other injury to the female genital organs”.

- FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Any teacher who either:

Is informed by a girl under 18 that an act of FGM has been carried out on her; or observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth **must** immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children’s social care, as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a student under 18 must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine students.

ON-LINE SAFETY:

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of students, staff, volunteers and Trustees.
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as ‘mobile phones’).
- Set clear guidelines for the use of mobile phones for the whole school community.
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

THE 4 KEY CATEGORIES OF RISK:

Our approach to online safety is based on addressing the following categories of risk:

- **Content** - being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **Contact** - being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct** - personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (eg. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.
- **Commerce** - risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

AT HILBRE, TO MEET OUR AIMS AND ADDRESS THE RISKS ABOVE, WE WILL:

- Educate students about online safety as part of our curriculum, for example:
- The safe use of social media, the internet and technology.
- Keeping personal information private.
- How to recognise unacceptable behaviour online.
- How to report any incidents of cyber-bullying, ensuring students are encouraged to do so, including where they are a witness rather than a victim.
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- Educate parents/legal guardians about online safety via our website, communications sent directly to them and during Parents' Evenings. We will also share clear procedures with them so they know how to raise concerns about online safety.
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example:
- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when students are not present.
- Staff will not take pictures or recordings of students on their personal phones or cameras.
- Make all students, parents/legal guardians, staff, volunteers and Trustees aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.
- Explain the sanctions we will use if a student is in breach of our policies on the acceptable use of the internet and mobile phones.
- Make sure all staff, students and parents/legal guardians are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#).
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.

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 is kept.

Children who leave the school for other establishment will continued to be supported by the sharing of relevant information following confidentiality procedures. All safeguarding information will be passed onto new schools due to student transfer in a secure way.

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

CONFIDENTIALITY:

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

The Designated Safeguarding Lead 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 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/legal guardian 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 (see page 2) 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, Multi Agency Safeguarding Hubs, Child in Need and Team Around Family (TAF) meetings. This is not an exhaustive list but the most common agencies 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." Thrive supports children with their emotional health, well-being and social skills in school. It has been developed through Health Services in School and involved students worked with a health worker in small groups.

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 is sufficient or whether the case should be referred to Social Services through the Central Advice Duty Team and access to Integrated Front Door. Early Help Assessment Tool forms will be used to assess initial needs. Multi Agency Safeguarding Referrals 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 General Data Protection Regulations (GDPR).

WHISTLEBLOWING 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 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/carers and others to report concerns or complaints. These procedures are laid out in the Complaints policy available on the school website.

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/legal guardians to be conducted in the presence 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 Trustees, without notifying the Headteacher first.

The school will follow 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 Behavioural 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 incident may lead to consideration under Child Protection procedures. Hilbre High School keeps a record of all racist incidents in our Behaviour Monitoring record. More detail regarding the recording of incidents of a racist nature can be found in our Behaviour policy.

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 it must always be with 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 (eg. staff, students). These events will be subject to detailed scrutiny by members of the Senior Leadership Team or Trustees 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 guidance to ensure they are clear about their professional boundaries. Guidance is available within the DfE Safer Working Practice for those working with children and young people in education settings 2020 documentation.

HEALTH AND SAFETY:

Our Health and Safety policy, which can be accessed via the school website, reflects the consideration we give to the protection of our children both physically, within the school environment, 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 always wear identity badges 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 always wear visitor's badges/lanyard while on site.
- All individuals not wearing badges/lanyards 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.
- 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.
- 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.

SOCIAL WORKER IN SCHOOL (SWIS):

Hilbre High School is excited to be spearheading a new safeguarding initiative that will find a named Local Authority Social Worker being based within the school. This initiative formally began in December 2020. A Social Worker In School is now based in the safeguarding office within the school.

The Social Worker based within Hilbre will:

- Work with feeder primary schools.
- Be physically based in schools as much as possible, and integrated into the life of the school.
- Be employees of the Local Authority, and should retain regular supervision, contact and training from the Local Authority.
- Be conducting statutory social work as the main focus of their work, holding cases and working with children and families from their school.
- Work with staff in the school to develop a deeper understanding of safeguarding and child protection, and increase mutual understanding of the goals and ways of working of both schools and social care.

Hilbre High School will work in partnership with the named Social Worker in School to ensure that the following is achieved in-line with Local Authority objectives:

- Enhanced school response to safeguarding issues.
- Increased collaboration between social worker and school staff, and parents/legal guardians.
- Improved relationships between social worker and young people.

The effectiveness of this initiative will be evaluated independently with the key indicators of success being:

- Reduce referral rates to children's social care (CSC).
- Reduce the numbers of Section 17 or Section 47 investigations.
- Reduce the number of children in care.
- Improve educational attainment.
- Promote better inter-agency working between schools and the children's social care system.

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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/legal guardians.
- 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 legal guardian 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/legal guardians are uninterested or undisturbed by an accident or injury.
- Parents/legal guardians 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, handprints 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/legal guardian, 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, in appropriate 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 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 legal guardians to meet the basic essential needs, eg. adequate food, clothes, warmth, hygiene and medical care.
- A child seen to be listless, apathetic and irresponsive 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, eg. 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, eg. 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 (FGM):

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.

It is an offence to:

- Undertake the operation.
- Assist a girl to mutilate her own genitalia.
- Assist a non-UK person to undertake FGM of a UK national outside UK.
- Assist a UK national or permanent UK resident to undertake FGM of a UK national outside the UK.

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 aged 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.

There are indications that girl or young woman has suffered mutilation or circumcision.

Prevention:

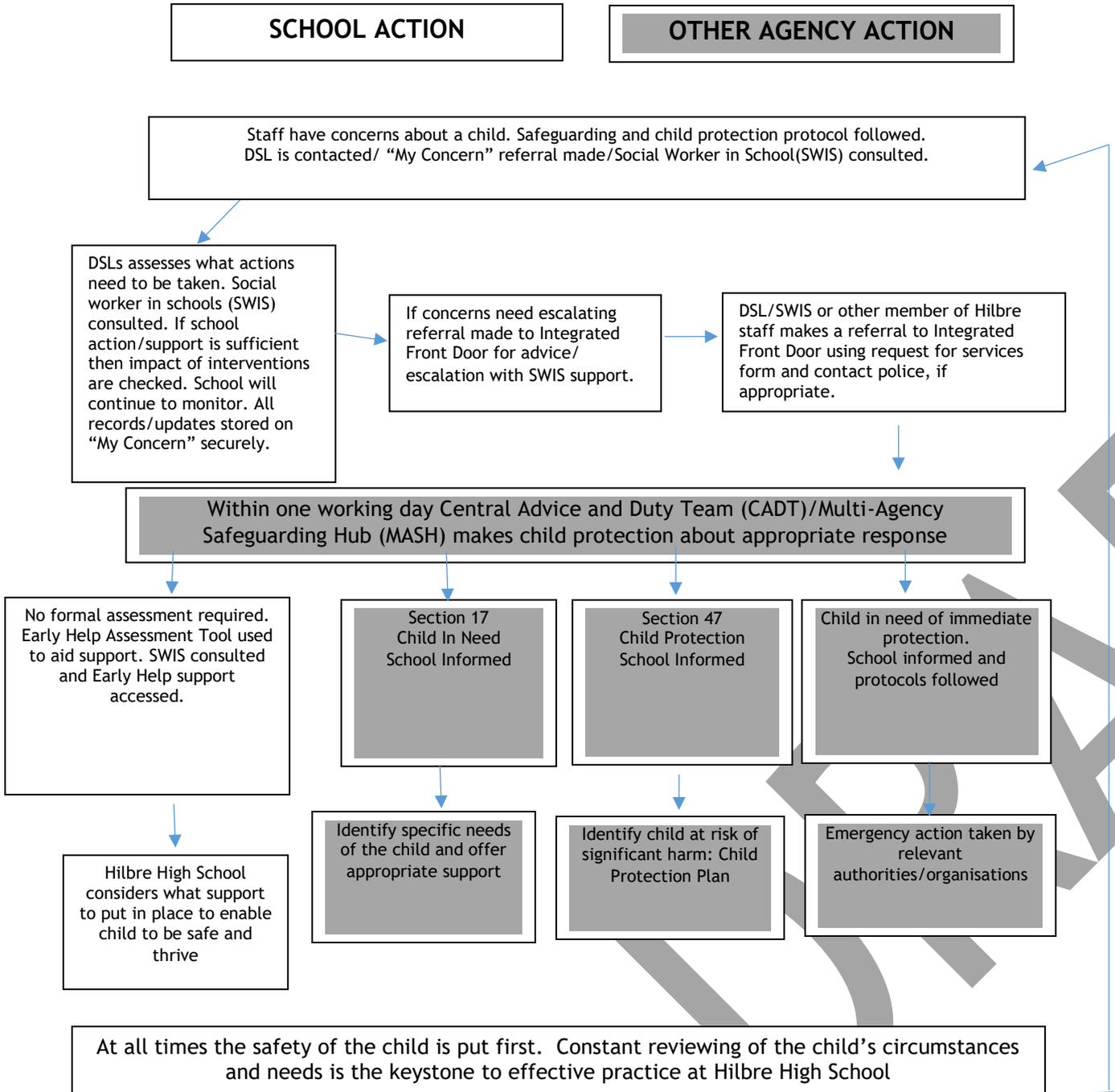
Agencies should work together to promote a better understanding of the damaging consequences to health (physical and psychological) of FGM. Wherever possible, the aim must be to work in partnership with parents and families to protect children through parents' awareness of the harm caused to the child.

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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 about 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, which is the domestic violence report system used by Merseyside Police.

To be the lead staff member in making a referrals to channel when students are at risk of extremism.

Consult Annex B of KCSIE 2020 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 Trustees 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 Trustees 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.

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