

Safeguarding at Liverpool Hope University

Overview and purpose of this guidance

Liverpool Hope University is committed to safeguarding and promoting the welfare of all of those with whom it comes into contact and particularly children and vulnerable adults.

Teachers have a responsibility to do all that they can to protect children from harm. The Teachers' Standards states that teachers, including head teachers, should safeguard children's well-being and maintain public trust in the teaching profession.

This document provides safeguarding guidance for trainee teachers and Initial Teacher Education Tutors so that they understand what they need to do to keep children safe and work according to safer working practices. It focuses on the expectations and requirements of trainees and staff in relation to safeguarding at university and whilst completing professional placement.

The Hope University Safeguarding Policy can be accessed here:

<https://www.hope.ac.uk/media/liverpoolhope/contentassets/documents/education/media,74662,en.pdf>

- Section 1 Before you start your placement
- Section 2 How to ensure you work in a safe way according to the school's code of conduct for staff and volunteers and the national guidance for safer working practices
- Section 3 What to do if you have a concern about another professional's or volunteer's behaviour towards children
- Section 4 What to do if you have a safeguarding concern about a child
- Section 4 Who to contact at the university if you have a safeguarding concern

Appendices

Section 1 Before you start your placement

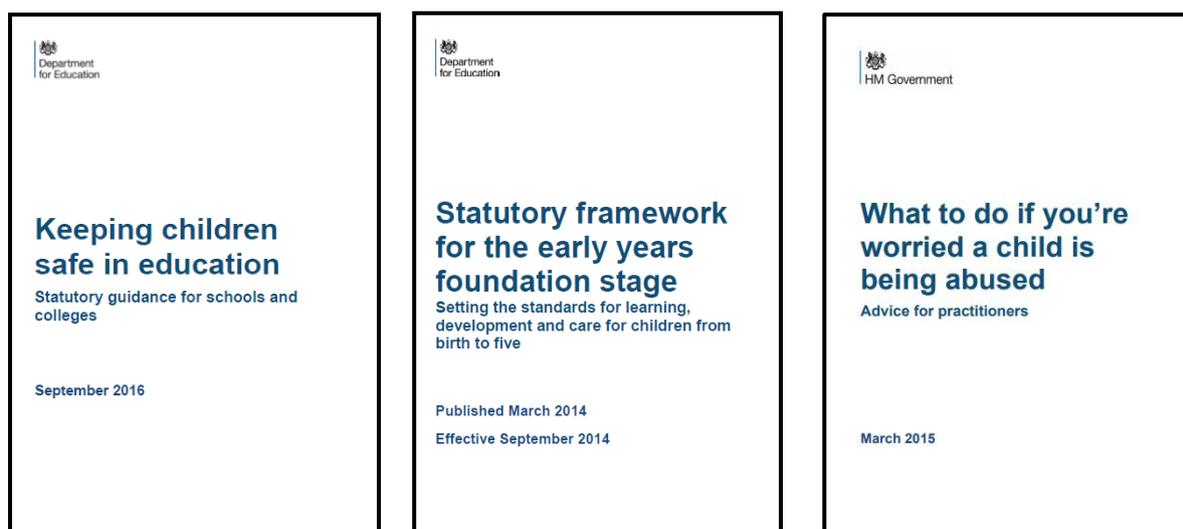
Before commencing any professional placement trainees should:

1. Know the name of the school or setting's Designated Safeguarding Lead
2. Read and understand the DFE guidance: Keeping Children Safe in Education (part 1); What to do if you're worried a child is being abused and, where appropriate, The Statutory Framework for the Early Years Foundation Stage.
3. Read the school or setting's child protection policy, code of conduct for adults and volunteers together with the national guidance for safer working practices

4. Understand the school or setting's child protection procedures and how to report safeguarding concerns about a child.
5. Read the school or setting's online safety policy including any guidance for staff or volunteers
6. Have access to the school or setting's whistle-blowing policy and managing allegations against staff and volunteers procedures
7. Know how to report any safeguarding concerns to the University Designated Safeguarding Officer.
8. How to access the Local Safeguarding Children Board procedures.
9. Familiarise yourself with this guidance together with the appendices.

All trainees should receive an induction from their school or setting which includes safeguarding.

All trainees must also read and understand the DFE guidance: Keeping Children Safe in Education (part 1); What to do if you're worried a child is being abused and, where appropriate, The Statutory Framework for the Early Years Foundation Stage.

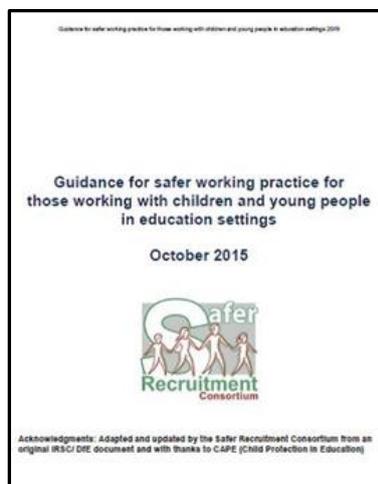


If you have concerns about the safety or welfare of a child and feel they are not being acted upon by your manager or named/designated safeguarding lead, it is your responsibility to take action and report your concerns directly to children's services following the Local Safeguarding Children Board procedures (In Liverpool they can be found here: <https://liverpoolscb.org.uk/>)

Section 2 How to ensure you work in a safe way according to the school's code of conduct for staff and volunteers and the national guidance for safer working practices

Trainees should read the following national guidance as this will support them to act in a way that does not harm a child or cause others to question their suitability to work with children. It will also enable them to consider the behaviours of other professionals or volunteers towards children. This guidance should be read alongside the school or setting's code of conduct which

aims to keep both children and adults safe. The school or setting's code of conduct will set out 'do's and don'ts' so that your behaviour is not inappropriate, harmful or misinterpreted. It will help protect your professional reputation and help you identify safer ways of working.



Section 3 What to do if you have a concern about another professional's or volunteer's behaviour towards children

You should always follow the Local Safeguarding Children Board's procedures together with the school or setting's own procedures for reporting and managing allegations against staff and volunteers.

If you believe a child is in immediate danger you should ensure you or the Designated Safeguarding Lead rings 999 without delay.

If you remain concerned about a professional or volunteer's behaviour towards a child you may need to report your concerns directly to children's services following the Local Safeguarding Children Board's procedures.

The University School of Teacher Education also has an agreed procedure detailing what to do if you are concerned about another professional's or volunteer's behaviour. This is summarised in the flowchart below.

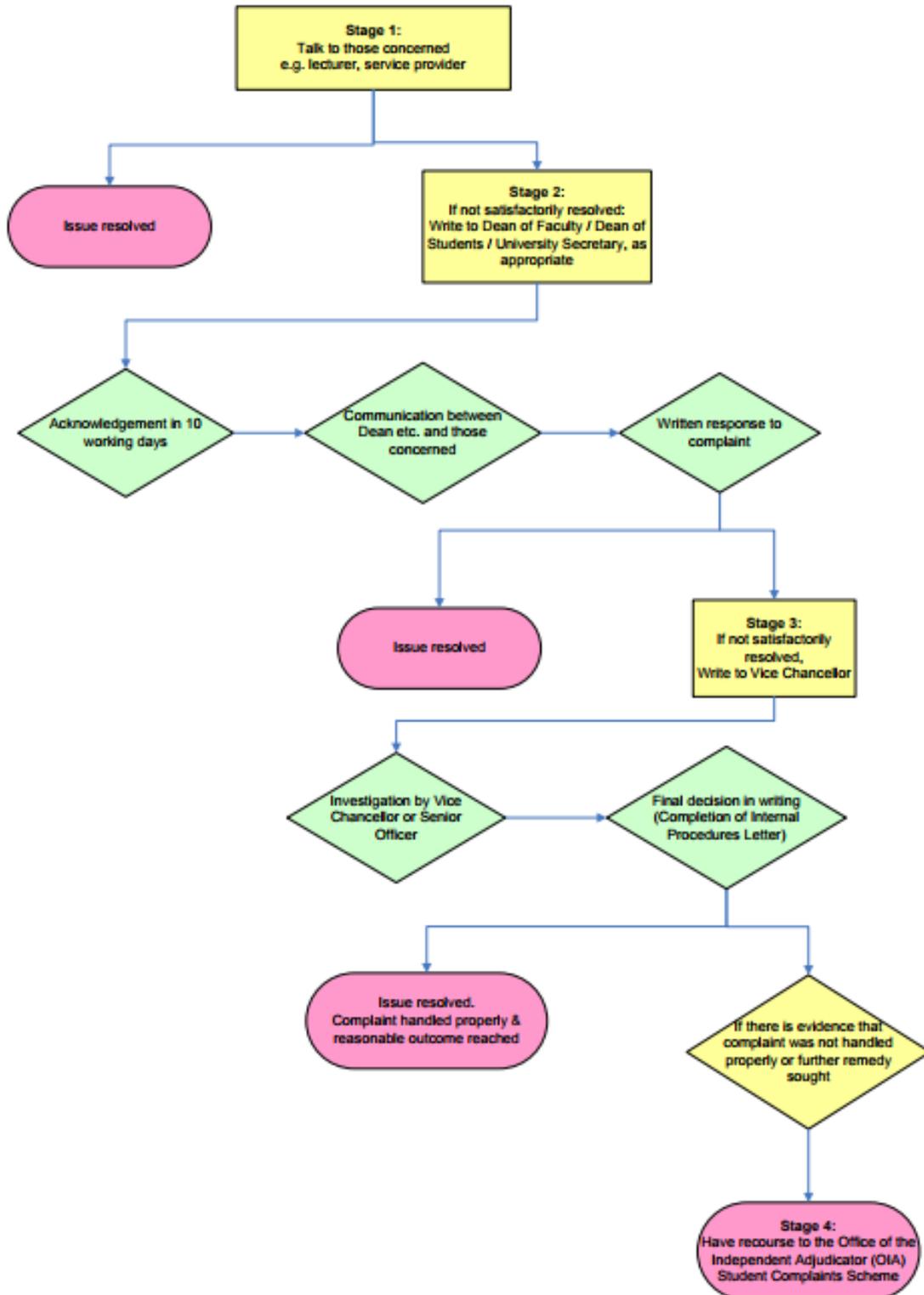
In addition, further information and university policy documentation can be found here:

<https://www.hope.ac.uk/media/liverpoolhope/contentassets/documents/personnelforms/policiesandforms/media,1159,en.pdf>

<https://www.hope.ac.uk/media/liverpoolhope/contentassets/documents/personnelforms/personnelnews/media,68785,en.pdf>

The University School of Teacher Education procedures for what to do if you are concerned about another professional's or volunteer's or University student's behaviour:

Student Complaints Procedure



Section 4 What to do if you have a safeguarding concern about a child

If you are in a school or setting you should follow their procedures and the Local Safeguarding Children Board's procedures by reporting your concerns **without delay to the Designated Safeguarding Lead or in their absence any member of the safeguarding team or senior member of staff.**

If you believe a child is in immediate danger you should ensure you or the Designated Safeguarding Lead rings 999 without delay.

If you remain concerned or believe appropriate action may not be taken then you should contact children's services directly following the Local Safeguarding Children Board's procedures.

Once you have reported concerns to the school or setting you may want to discuss your concerns with your University Tutor or Designated Safeguarding Officers in Teacher Education.

You should revisit the school's child protection policy and any guidance you have received to support you to recognise indicators of harm and abuse. You should also revisit the DFE guidance: Keeping Children Safe in Education (part 1) and What to do if you're worried a child is being abused.

The appendices provide additional guidance from the University on 'dealing with a disclosure from a child'; 'dealing with concerns over radicalisation'; 'Female Genital Mutilation' and the University's safeguarding curriculum map for its own students.

The NSPCC website provides further guidance on a range of safeguarding topics.

The University also has procedures for reporting concerns about a child or vulnerable adult when you are not on a placement. The following sets out the actions to be taken by university staff and trainees (Appendix 1 and 2 support this process)

**Trainee has concerns relating to safeguarding.
Trainee does not investigate the concern**

Trainee to contact Head of Year regarding concern.

Head of Year reviews the concern and where appropriate consults the faculty Designated Safeguarding Officer.

Designated Safeguarding Officer completes an Incident Report form where appropriate (Form 1). All forms to be stored securely on a password protected section of university system.

Designated Safeguarding Officer reviews the safeguarding incident form and where necessary seeks confidential advice from the LDSO or nominated authority

Actions completed as per the Incident report form and recorded on Form 2 – Record of Outcomes

Trainee to be informed of outcome by Head of Year or Designated Safeguarding Officer where appropriate

Concerns of a serious nature and any allegations will be reported directly to University Secretary (LDSO), Head of School and Head of ITE

University Secretary (LDSO) makes decision to refer concern to relevant local Safeguarding Board / Police / Social Services for investigation and records action taken.

Section 4 Who to contact at the university if you have a safeguarding concern

Designated Safeguarding Officers in Teacher Education

[Karen Rogan](#), Secondary Teacher Education

Email: rogank@hope.ac.uk

Tel: 0151 291 3347

[Colin Wong](#), Primary Teacher Education

Email: wongc@hope.ac.uk

Tel: [0\)151 291 3019](tel:01512913019)

Alison Patterson Primary Teacher Education

Email: pattera@hope.ac.uk

Tel: 0151 291 3893

[Neil Barber](#), PGDE

Email: barbern@hope.ac.uk

Appendices

Appendix 1

SAFEGUARDING CAUSE FOR CONCERN REPORTING FORM (Form 1)

TO BE COMPLETED BY DESIGNATED SAFEGUARDING OFFICER

(Please include the full names of all concerned)

Name of reporting tutor/trainee:.....

ID no.:

Programme:

Name of Initial Professional Development Tutor:.....

Date of alleged incident, or cause for concern:.....

Time of alleged incident, or cause for concern:

Reported to (please include name(s) and role(s)):.....

Nature of alleged incident, or cause for concern:

Nature of alleged incident, or cause for concern	Date

Name of Designated Safeguarding Officer:

.....

Signed:

Student/Trainee:

Date:

Designated Safeguarding Officer:

Date:

Appendix 3: University guidance for dealing with a disclosure from a child

In the case of disclosure:

- Stay calm
- Listen carefully to what is said without interrupting
- Be non-judgemental
- Explain that it is likely that the information will need to be shared with others
- Never promise to keep secrets.
- Make it clear that you are taking them seriously.
- Allow the person to continue at his / her own pace.
- Do not interrupt the individual as they give details of significant events
- In the event of an accusation, record only what is said (as is legally required).
- Keep questions to a minimum to ensure an accurate understanding of what has been said. Ensure that any questioning is neutral i.e. does not show a bias on either side. Questioning should be for purposes of clarification only.
Many cases fall down where it is possible to infer that leading questions were asked even at these early stages.
- Do not interrogate the individual and do not make suggestions to the individual about what may or may not have happened; your role is to listen and reassure only.
- Reassure the child or person that they have done the right thing in telling you.
- Reassure them that you are going to do everything that you can to help. Tell them what you will do next and with whom the information will be shared.
- Make as accurate a record of what was said and done as soon as possible and before leaving work or talking to others. Use the participant's own words, as soon as possible. Also record the date, time and venue of the incident.
- Keep all original notes as they may be needed for evidence;
- Do not examine the individual to inspect alleged injuries;
- Report the allegation immediately to one of the Designated Safeguarding Officers or nominated authority for appropriate action;
- Do not discuss this with your peers. If you require some reassurance yourself, tell the Designated Safeguarding Officer or request a confidential interview with the University's Student Support Service;
- Do not make any judgements or jump to conclusions on the basis of what you have heard or seen. Judgements in such cases can only be made by professionals in the field;
- If you consider there to be serious, urgent immediate danger to a child or young person you can refer to the Police on 999. If the situation is on campus, notify Campus Support that you have contacted the Police and advise Campus Support where to direct the Police to.
- It is important that everyone in the organisation is aware that the first person who encounters a case of alleged or suspected harm or abuse is not responsible for

deciding whether or not abuse has occurred. In the case of an adult at risk, responsibility rests between the University's senior management, the individual themselves and may also involve professional safeguarding agencies.

- In the case of a disclosure from someone over the age of eighteen who is not an adult at risk themselves, your initial role is to encourage that individual to make direct contact with Social Services or the Police themselves unless you believe there is significant and immediate risk to other children or adults, in which case, follow the procedure to report matters to a Designated Safeguarding Officer.

Things to Remember

- Do not quiz for more information
- Do not speculate or make assumptions
- Do not voice negative judgements about the situation or the abuser
- Do not make promises that you cannot keep
- Do not promise that 'everything will be alright'
- Do not offer to keep it confidential
- In the case of you directly observing an incident, incidents or the results of an incident record your observations as accurately and as quickly after the event as possible, including dates and times, where appropriate;
- Remain calm;
- Do not try to investigate yourself;
- Report your observations as soon as possible to one of the Designated Safeguarding Officers;
- Do not discuss this with anyone else. If you require some reassurance yourself, tell the Designated Safeguarding Officer or request a confidential interview with the University's Support Service;
- Do not make any judgements or jump to conclusions on the basis of what you have heard or seen. Judgements in such cases can only be made by professionals in the field.

It is important that everyone in the organisation is aware that the first person who encounters a case of alleged or suspected abuse is not responsible for deciding whether or not abuse has occurred. In the case of a child, that is a task for the professional child protection agencies following a referral to them.

Appendix 4: University guidance for dealing with concerns over radicalisation

The duty to protect children, young people and adults from harm extends to protecting them from involvement in groups which set out to radicalise individuals. Radicalisation refers to the process by which a person comes to support terrorism and forms of violent extremism leading to terrorism. Within the government's Prevent Strategy 11, universities have been identified as potential sites for radicalisation and university leaders have been asked to work in partnership with the regional B.I.S. Prevent co-ordinators, local authorities and the Police to minimise the risks of individuals becoming radicalised. Whilst it is recognised that no single measure will reduce radicalisation, it is believed that the only way is to target potential at risk vulnerable groups and individuals and try to re-assimilate them into society.

If a member of staff is concerned that an individual may be becoming radicalised, s/he should speak to his/her line manager who should contact a Designated Safeguarding Officer, who in turn, will contact the Lead Designated Safeguarding Officer.

If a student is concerned that an individual may be becoming radicalised s/he should discuss this with the Head of Year or other senior member of staff who will contact a Designated Safeguarding Officer.

Your Hays safeguarding training also contains a section on safeguarding.

What might be the indicators of radicalisation?

Spotting signs and getting help

Radicalisation can be really difficult to spot. Signs that may indicate a child is being radicalised include:

- isolating themselves from family and friends
- talking as if from a scripted speech
- unwillingness or inability to discuss their views
- a sudden disrespectful attitude towards others
- increased levels of anger
- increased secretiveness, especially around internet use.

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. Extremists might target them and tell them they can be part of something special, later brainwashing them into cutting themselves off from their friends and family.

However, these signs don't necessarily mean a child is being radicalised – it may be normal teenage behaviour or a sign that something else is wrong. If you notice any change in a child's behaviour and you're worried, you can call the NSPCC helpline on 0808 800 5000

Further guidance can be found at:

<https://www.nspcc.org.uk/what-you-can-do/>

<http://educateagainsthate.com/>

<https://www.elearning.prevent.homeoffice.gov.uk/>

Appendix 5: University guidance in respect of FGM

Female Genital Mutilation (FGM) refers to procedures that intentionally alter, mutilate or cause injury to the female genital organs for non-medical reasons. FGM is medically unnecessary and can have serious health consequences, both at the time it is carried out and in later life.

FGM is a violation of the body and of the individual's human rights. It is an act of violence and gender discrimination against girls and women. FGM is a child protection concern - it causes significant harm and is classed as physical abuse. Specific FGM and child protection legislation and policy exists to protect children and young people from being subjected to the procedure. FGM is also a health concern - there are no medical benefits to the individual following FGM procedure and it is harmful because of the various gynaecological, obstetric and psychological health complications for mother and baby.

FGM is prevalent in 28 African countries and areas of the Middle and Far East, but it is increasingly practiced in the U.K. in communities with larger populations of first-generation immigrants, refugees and asylum seekers.

FGM is deeply embedded in some communities and is performed for cultural and social reasons. It is usually carried out on girls before they reach puberty, but in some cases it is performed on new-born infants or on women before marriage or pregnancy. It is often justified by the belief that it is beneficial for the girl or woman, but FGM is an extremely harmful practice which violates basic human rights.

The most significant risk factor for girls and young women is coming from a community where FGM is known to be practised and/or where a mother, sister or other female family member has been subjected to FGM.

Practitioners should be aware of this and provide families with advice and information which makes it clear that FGM is illegal.

What does the law say about FGM?

FGM is illegal in the UK and has been a criminal offence since 1985. The Female Genital Mutilation Act 2003 strengthened existing law to make it an offence to arrange for a child to be taken abroad for FGM, and for UK nationals or permanent UK residents to abet, counsel, procure or undertake FGM abroad, even in countries where the practice is legal.

The Serious Crime Act 2015 (guide) extends this protection to girls under the age of 18 who are 'habitually resident' (or on short temporary stays) such as students and refugees. The Serious Crime Act also creates a new offence of failing to protect a girl from FGM. If an offence of FGM is committed against a girl under the age of 16, each person who is responsible for the girl at the time the FGM occurred will be liable under this new offence where the maximum penalty is seven years imprisonment, a fine, or both. A 'responsible' person will have parental responsibility with the girl and frequent contact.

What to do if you're worried about a child

You should follow Local Safeguarding Children Board's procedures. If practitioners are aware, or suspect that a child or young person has undergone, or may be undergoing the procedure they should report these concerns to Careline Hub on 0151 233 3700 (concerns

must be followed up in writing within one working day using the Multi Agency Referral form ([MARF](#))

If you feel that a child is in immediate danger: dial 999

Professionals and volunteers in most agencies have little or no experience of dealing with FGM. Encountering FGM for the first time can cause people to feel shocked, upset, helpless and unsure of how to respond appropriately to ensure that a child, and/or a mother/any female adult, is protected from harm or further harm.

If you identify a female under 18 has had FGM you have a duty to report this under the Serious Crime Act (2015) to the police via the non-emergency number 101 (refer to [Decision-making and Action FlowcChart for Safeguarding Children ACTUAL FGM](#)).

Appendix 6: The University Safeguarding Curriculum Map

	University based training	School based training
Year 1	<p>Introduction to safeguarding</p> <ul style="list-style-type: none"> • Importance of safeguarding • Procedures for safeguarding • Safeguarding themselves • Homophobic bullying • Moral and Spiritual Development lecture • Looked After Children • Children missing education • Children missing from home or care • Grooming • Bullying including cyber bullying • E-safety • Restorative Justice • Challenging Homophobia and Racism 	<ul style="list-style-type: none"> • Year 1: School based task looking at safeguarding procedures in PPL school • Explore school policy for dealing with racism and equality
Year 2	<ul style="list-style-type: none"> • E-safety • Sexting • Gangs and youth violence • Hate crime • Gender based violence and violence against women and girls • Looked After Children • Prevent – tackling radicalisation • Prevent – British Values • Equality Act – tackling prejudice 	<ul style="list-style-type: none"> • Year 2 PPL: demonstration of safeguarding procedures in school
Year 3	<p>Identity and Character Education</p> <ul style="list-style-type: none"> • Promoting the counter narrative • The ideological challenge • Supporting vulnerable groups • Prevent radicalisation – necessity and proportionality • Faith abuse • Fabricated or induced illness • E-safety 	<ul style="list-style-type: none"> • PREVENT themes during Wider Perspectives project → assignment
Year 4	<ul style="list-style-type: none"> • Overview of PREVENT given by teaching union regarding legal responsibilities of teachers • Local authority Safeguarding Officer presenting PREVENT workshop • FGM and FM 	<ul style="list-style-type: none"> • PREVENT policy to be noted when on placement • Assembly completed during professional placements • SMSC policy examined prior to placement

	<ul style="list-style-type: none"> • Child sexual exploitation • Domestic violence • Drugs education 	
PGCE and School Direct	<ul style="list-style-type: none"> • PREVENT • SMSC P4C workshop • British values across Nat. Curr. • Importance of safeguarding • Procedures for safeguarding • Homophobic bullying • E-safety • Identity and Character Education • The ideological challenge • Supporting vulnerable groups • FGM • Trafficking of children • Child sexual exploitation • Domestic violence • Drugs education • Faith abuse • Fabricated or induced illness • Gangs and youth violence • Grooming • Hate crime • Gender based violence and violence against women and girls • Looked After Children • Children missing education • Children missing from home or care • Sexting 	<ul style="list-style-type: none"> • Complete an assembly on British Values • British Values Quality and Diversity day • Equality day
NQT	<ul style="list-style-type: none"> • Presentation re Mental Health/PREVENT • Extended Session/workshops re mental health of teachers and pupils they teach. 	