

SOUTH HUNSLEY

Child Protection Procedure

This policy is applicable to: South Hunsley School

Intended audience: Employees, agency workers, self-employed workers and professional visitors

Version: 1 (2021)

<p>Important: This document can only be considered valid when viewed on the VLE. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.</p> <p>Name and Title of Author:</p>	<p>Tom Sergeant Assistant Headteacher</p>
<p>Name of Responsible Committee/Individual:</p>	<p>Head of School</p>
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<p>Target Audience:</p>	<p>Employees, agency workers, self-employed workers and professional visitors.</p>
<p>Reference Documents:</p>	<p>Trust Child Protection Policy Use of Reasonable Force, July 2013 KCSiE 2021</p>
<p>For display:</p>	<p>School website</p>

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1. Child Protection - Designated people contact list

Organisation / Role	Name & Role	Contact Details
Designated Safeguarding Lead & Designated Teacher for Looked After Children	Tom Sergeant	01482 631208 Thomas.sergeant@southhunsley.org.uk
Safeguarding Officer / Deputy Designated Safeguarding Lead	Liz Monkman	01482 631208 Liz.Monkman@southhunsley.org.uk
Child Protection Link Governor	Ann Newlove	Via the school
Chair of Governors	Justin Fielder	Via the school
Online Safety Technical Support	Paul Parker	01482 631208 Paul.parker@southhunsley.org.uk
East Riding Early Help Locality Hubs	Early Help – Additional support for children and families	<p>Consultation - 01482 391700</p> <p>ehp.bridlington@eastriding.gov.uk ehp.beverley@eastriding.gov.uk ehp.goole@eastriding.gov.uk ehp.haltemprice@eastriding.gov.uk ehp.holderness@eastriding.gov.uk ehp.wolds@eastriding.gov.uk</p> <p>Contact based on those nearest to where the child lives.</p>
East Riding Safeguarding & Partnership Hub	<p>CP initial referral Support & Advice: Intensive & Specialist Safeguarding support</p> <ol style="list-style-type: none"> 1. Urgent C P concerns 2. Consultation with Social Worker 	<p>01482 395500 (Mon to Thu 8:30am – 5:00pm // Fri 8:30am – 4:30pm)</p> <p>Request for service forms to: safeguardingchildrenshub@eastriding.gov.uk</p>
Children’s Emergency Duty Team	Urgent CP concerns outside of SaPH office hours above, where a child is at risk of significant harm	Out of hours: 01482 393939
Local ER Children’s Safeguarding Team Manager	Natalie Jackson	Tel: 01482 565560 Natalie.jackson@eastriding.gcsx.gov.uk
Education Safeguarding Manager	TBC <i>General strategic and operational School Safeguarding & CP advice.</i>	TBC safeguardingineducation@eastriding.gov.uk
ERCSP LADO	Lorraine Wilson Siobhan Bath Referral of possible allegations against staff & volunteers.	01482 396999 LADO@eastriding.gov.uk
School critical incident and Education Visit emergencies (Not CP)	24 Hour Guidance and Support	01482 392999

Humberside Police <i>East Riding Protecting Vulnerable People Unit (PVPU)</i>	County Hall Beverley	Tel: 01482 220809 / 220808
Hull (PVPU)	Clough Road Police Station	Tel: 01482 578488
Humberside Police <i>Hate Crime/incident reporting</i>		101 https://www.reportingcrime.uk/HPhatecrime
ER Safeguarding Children Partnership	General strategic and operational Safeguarding & CP advice and multiagency training	www.erscb.org.uk 01482-396994 erscb.training@eastriding.gov.uk
Hull North Yorks. North Lincs. North East Lincs.	Children's Social Care	01482 448879 EDT 01482 300304 01609 780780 EDT 01609 780780 01724 297000 EDT 01724 297000 01472 326292 EDT 01472 326292
Prevent Referral	Humberside Police ERY LA	101 prevent@humberside.pnn.police.uk prevent@eastriding.gov.uk

1.1 Child Protection Links within School/Sixth Form

Role	Name	Contact Details
Online Safety Technical Support	Paul Parker	01482 631208 Paul.parker@southhunsley.org.uk
Education Welfare Officer	Karin Parsons	01482 631208 Karin.parsons@southhunsley.org.uk
Post 16 Student Services Link	Alice Stephenson	01482 631208 Alice.stephenson@southhunsley.org.uk
Head of House Links	Sarana Drewery (Vela)	01482 631208 Sarana.drewery@southhunsley.org.uk
	Kay Davies (Hercules)	01482 631208 Kay.davies@southhunsley.org.uk
	Jenny Loughton (Pegasus)	01482 631208 Jennifer.loughton@southhunsley.org.uk
	Alice Brady (Draco)	01482 631208 alice.brady@southhunsley.org.uk
	Jeanine Guy (Orion)	01482 631208 Jeanine.guy@southhunsley.org.uk
	Caroline Henderson (Indus)	01482 631208 Caroline.henderson@southhunsley.org.uk
SENCO	Jodie Sweeney	01482 631208 Jodie.sweeney@southhunsley.org.uk
Designated Teacher for Looked After Children	Tom Sergeant	01482 631208 Thomas.sergeant@southhunsley.org.uk

2. Introduction

2.1 Covid-19

This policy is written whilst the school is learning to live with the Covid-19 pandemic. It should be read in conjunction with the school's additional risk assessments. These arrangements will be regularly reviewed and developed as the situation and the impact upon the life of the school and community as well as DfE / Public Health guidance, changes over time.

2.2 Core Principles

The school has a well-developed system for the reporting of Child Protection concerns about individual, family or groups of vulnerable students. At the time of this policy review, the school is supporting children who are subject to CP Child in Need plans and LA support. Support is in place for Looked After Children (LAC) from more than one LA. There is appropriate expertise within the school to support the LA EHA process which if appropriate is led by the school or supported by the school.

There is a planned Safeguarding element to the PSHE formal curriculum, which is designed to build resilience and awareness of how students can keep themselves safe and is supported by the LA and other agencies and services. In addition, the school has responded to emerging concerns within the locality such as rail tuck safety and more general issues such as the use of 'Legal Highs'.

- Our School Community fully recognises our responsibility to safeguard and promote the welfare of all of our students.
- We believe that not only is this a moral and statutory responsibility but we know that children who feel safe and secure at school are more likely to achieve their full potential.
- We understand that the standards for positive and appropriate behaviour and mutual respect are set by example by our staff.
- Vulnerable children and those with additional needs are supported.
- We accept and carry out our responsibility to act on any suspicion, disclosure or belief that a child is suffering or at risk of suffering harm. This includes acknowledging that sexual violence and sexual harassment is happening within our school and the wider community. We commit to supporting those who are at risk of being, or may have been a victim and have a zero tolerance approach to any sexual violence or harassment. In this context, zero tolerance means that this type of behaviour will not be ignored and should the school become aware of sexual violence or sexual harassment this will be taken seriously and dealt with, in line with the school's behaviour policy.

2.3 Related legislation & guidance

- Working Together to Safeguard Children (2018).
- ER LA Safer Recruitment Guidance (or equivalent).
- Effective support for children, young people and families in the ER of Y (Sept 2020)
- Keeping Children Safe in Education (KCSiE) (DfE Sept 2021) including Safer Recruitment & Managing Allegations against Staff.
- Sexual violence and sexual harassment between children in schools and colleges (DfE September 2021)
- Reasonable Force (DfE July13).
- Searching, Screening & Confiscation (DfE Jan 18).
- Guidance for safer working practice for those working with children and young people in education settings (Safer Recruitment Consortium May 2019)
- ERSCP / ERLA School Staff Code of Conduct (Sept 2020).
- Information sharing advice for practitioners providing safeguarding services to children (HM Govt 2018).

- General Data Protection Regulation (ICO 2018)
- School Whistle Blowing (Safeguarding) and Allegation procedures (ERSCP Sept 2020).
- Inspecting safeguarding in early years, education and skills settings (Ofsted Sept 2019).
- The Prevent Duty -advice for schools and childcare providers (DfE 2015).
 - Statutory guidance, revised Prevent Duty guidance for England & Wales (Updated April 2021)
- Female Genital Mutilation: Multi-Agency Practice Guidelines (HM Govt 2020)
- What to do if you're worried a child is being abused (HM Govt 2015).
- School Attendance – Guidance for maintained schools, academies, Independent schools & LAs (DfE August 2020).
 - Addendum: Recording Attendance in relation to Coronavirus during the 2021 to 2022 academic year.
- Exclusion from maintained schools, Academies and pupil referral units in England (DfE Sept 17).
 - Changes to the school suspension and permanent exclusion process during the Coronavirus outbreak
- LA Education Visit Guidance and Procedures or equivalent.
- The designated teacher for looked-after and previously Looked After Children Feb 2018
- Disqualification under the Childcare Act 2006 Statutory guidance for Local Authorities, maintained schools, academies and free schools DfE Aug 2018

2.4 Other Safeguarding related school policies

The school has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other policies, for example:

- Behaviour, Anti-Bullying / harassment policies
- Safe Handling policy
- Special Educational Needs policy
- Educational Visits policy
- Health and Safety policy
- Sex and Relationships Education policy
- Online Safety policy
- Allegation & Whistle Blowing guidance
- Safe & Appropriate Working / Code of Conduct
- Safer Recruitment
- Site Security

The above list is not exclusive but when undertaking policy development the school will consider Child Protection and other safeguarding matters within each appropriate policy or guideline. See Ofsted Definition & Scope of Safeguarding (Appendix 11).

3. Child Protection Procedure

Please note this procedure should be read in conjunction with the Trust Child Protection Policy

There are four main elements to our Child & Protection Safeguarding Procedure:

Prevention (e.g. positive school atmosphere, pastoral support to students, the SMSC & PSHE elements in the formal and informal curriculum, safer recruitment procedures and safe & appropriate working practice by staff. Wider safeguarding policies and procedures in place to establish and maintain a safe and secure school environment).

Protection (by following agreed procedures, ensuring staff are trained and supported to identify and respond appropriately and sensitively to Child Protection and other safeguarding concerns and that there are clear systems of internal information sharing and record keeping). To ensure our students know what unacceptable behaviour is, in relation to sexual violence and sexual harassment and feel confident; to report concerns, that action will be taken and that they will be supported.

Support (to all students and school staff and to children who may have been abused, neglected, exploited or are in other ways vulnerable).

Collaboration with children & Young People, parents and other agencies to promote Safeguarding & Wellbeing for all of our children and Young People.

This procedure applies to all staff, governors and visitors to the school. We recognise that Child Protection and Safeguarding are the responsibility of all staff within our school. We will ensure that all parents and other working partners are made aware of our child protection policy and procedures. All staff new to the school will be made aware of the school safeguarding procedures as part of their initial induction process.

3.1 Confidentiality

We recognise that all matters relating to Child Protection are highly confidential and the DSLs will share that information on a **'need to know, what and when'** basis.

Staff are made aware that these concerns or other matters relating to students should never be discussed elsewhere, inside or outside the school unless in confidential meetings organised for that purpose. This includes the passing of written information or verbal discussion in any media including Social Networking sites.

Staff are also aware that such breaches of confidentiality and data protection may result in disciplinary action as such breaches place vulnerable children at risk. In addition, such breaches would bring the school into disrepute and under GDPR legislation potential heavy fines.

3.2 Multi Agency Safeguarding Arrangements

As a 'Relevant Agency' under the 2019 Multi agency safeguarding arrangements, the school recognises its statutory duty to co-operate with the East Riding Safeguarding Children's Partnership arrangements. The school understands and supports the ERSCP expectation of active engagement with the partnership, appropriate sharing of information and contributing to interagency plans, early help and support for children subject to Child Protection Plans. We understand and support the partnership arrangements for the auditing and assurance of our school's Child Protection & Safeguarding arrangements.

4. Roles and responsibilities, Early Help & Contextual Safeguarding

4.1 School Commitment

The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff strive to ensure that children and parents will feel free to talk about any concerns and will see school as a safe place when there are other difficulties in their lives. Students' worries and fears will be taken seriously, and children are encouraged to seek help from members of staff.

Our school will therefore:

- Establish and maintain an ethos where students feel secure and are encouraged to talk and are listened to.

- Ensure that students know that there are adults in the school whom they can approach if they are worried or are in difficulty.
- Include in curriculum and extra-curricular activities opportunities that equip children with the skills and knowledge they need to stay safe from abuse and develop resilience and an awareness of possible grooming or influence by violent extremist ideas and the dangers and consequences in engaging in inappropriate behaviour online.
- Ensure that all forms of bullying and harassment including allegations of peer on peer abuse including sexual violence and sexual harassment, hate incidents and online bullying & abusive behaviour are dealt with at the appropriate level and in line with national and local guidance and procedures and not dismissed as immature behaviour or 'banter'.
- Educate all students and staff in relation to sexual violence and sexual harassment, ensure everyone knows this is not okay and will not be tolerated in our school or our community.
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children.
- Ensure that staff are aware of how and when to act on concerns that they have, and work in a safe and appropriate manner. They are aware that they are in a Position of Trust and what the implications are in relation to their working practice and out of school conduct and that their conduct towards students must remain beyond reasonable reproach.
- Fulfil the 'Duty of Care' towards staff by providing appropriate safeguarding guidance, induction and continuing training and support as required by KCSiE.

4.2 All Staff

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. This includes a responsibility to be alert to possible abuse, neglect, exploitation and radicalisation and to record and report concerns to staff identified with child protection responsibilities within the school.

It is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff. Failure to report such concerns may be considered an act of misconduct or gross misconduct within the school's Disciplinary Policy.

All staff have received training / briefing; had time allocated to read and the opportunity to seek advice or clarification; about the current:

- Keeping Children Safe in Education – Part 1 information for all School & College staff (Annex A for those colleagues who do not work directly with children).
- Trust Code of Conduct.
- Child Protection Policy & Procedures.
- Behaviour & Attendance policies - and understand the safeguarding context of both.
- Child Protection Procedure
- The role and identity of the DSL, DDSL & DSG.

All staff have access to the current:

- Keeping Children Safe in Education (Full guidance).
- Trust Child Protection Policy
- Child Protection Policy & Procedure
- What to do if you are worried a child is being abused.

All staff in school understand that they have a professional, moral and legal responsibility to safeguard and promote the welfare of children. This includes a responsibility to be alert to indicators of abuse, neglect, exploitation, violent extremist radicalisation, sexual violence and harassment and to record and report concerns immediately to staff identified with child protection responsibilities within the school.

It is unacceptable for any member of staff to keep safeguarding concerns to themselves.

All staff are particularly alert to the potential need for Early Help for children at risk as above and also a child who:

- Is disabled and has specific additional needs.
- Has special educational needs (whether or not they have an EHCP).
- Is a young carer.
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Is frequently missing/goes missing from care or from home.
- Is misusing drugs or alcohol themselves.
- Is at risk of modern slavery, trafficking or exploitation.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- Has returned home to their family from care.
- Is showing early signs of abuse and/or neglect.
- Is at risk of being radicalised or exploited.
- Is a privately fostered child.

(KCSiE 2021)

4.3 The School DSL / Deputy DSL*

* For detailed Role of the Designated Safeguarding Lead see Annex B KCSiE 2021

The DSL or Dep DSL (or another appropriately trained senior member of staff) will be available on site when the school is open to advise staff or respond to urgent Child Protection matters.

The DSL and Deputy DSL are designated to take the lead responsibility for Child protection. This includes:

- providing advice and support and information to staff as appropriate
- liaising with the LA and other agencies including the involvement in Early Help Assessments and plans
- obtaining, maintaining and transferring CP records for individual students and liaising with previous and receiving schools
- ensuring the preparation of appropriate reports for and attendance at Case Conferences, Core Groups and other multi agency meetings
- arranging appropriate induction and continuing training for all staff
- liaising with the Headteacher and Designated Child Protection/ Safeguarding Governor
- encouraging a culture in staff of listening to students and taking account of their wishes and feelings and supporting measures and plans put in place to support or protect them
- Ensuring that any educational or safeguarding assessments of children consider the wider contextual environmental factors present in the child's life outside the school or family and inform the development of support for learning, attendance, behaviour and mental and emotional health

The DSL must keep individual members of staff appropriately aware of the actions taken in response to concerns that they have referred to the DSL. If the member of staff feels that, the actions taken are inappropriate, ineffective or that the situation of concern is continuing they should raise concerns with the DSL or Senior Member of staff and press for reconsideration or discussion. If there is still a concern by the member of staff or they feel the situation is urgent they can refer to Children's Social Care or the LADO.

Management and leadership by the Headteacher and Governors ensures that the time, resources and training are adequate to ensure that the DSL responsibilities, as outlined in KCSiE, are carried out and that all strategic Child Protection and safeguarding arrangements are in place and effective.

4.4 The Governing Body

The Governing Body has the responsibility to monitor and ensure that all CP arrangements, procedures, policies and training are in place and effective. Safeguarding is an agenda item on every full governing body meeting, and any relevant reports on the working of the CP policy are reported to governors in this way.

The Governing Body fully recognises its responsibilities with regard to Child Protection and to safeguarding and promoting the welfare of children as outlined in Section 2 of KCSiE.

The Governing Body will:

- Designate a governor (DSG) for Child Protection & Safeguarding who will monitor the school's Child Protection policy in operation, training and procedures and report to the full Governing Body.
- Ensure a written report is presented to each Governing Body meeting on the Child Protection/safeguarding work of the school and that the previous school year annual report is presented to the Autumn Term meeting.
- Ensure that the annual report is forwarded to the ERSCP.
- Ensure that this policy is revised and updated annually and in doing so will seek the views of parents and students and the views and experience of staff.
- Remedy any identified weaknesses in the policy or application of the policy immediately.
- Ensure all Governors Complete ERSCP online Child Protection training (or equivalent).
- Make opportunities available for Governors to complete ERSCP (or equivalent):
 - Safer Recruitment training.
 - Governor's Safeguarding Roles & Responsibilities training.

The DSG acts as a 'Champion' for Child Protection and liaises with the Headteacher & DSL in order to report to, update and advise the full Governing Body on the strategic and operational aspects of safeguarding.

Governors have a duty to ensure that the school's Child Protection files are maintained as set out in Annex C of KCSiE, however do not have access to details of individual Child Protection Cases and understand the requirement for confidentiality.

5. Records and Monitoring

Recording and monitoring concerns abide by the following guiding principles:

1. It is essential to keep detailed, accurate and accessible records in order to protect children effectively. At all times Information Sharing, guidance and GDPR (2018) will be followed.
2. All staff are made aware of the need to record and report concerns about a child or children within our school immediately to the DSL or appropriate colleague with child protection responsibility.

3. All reports of concern and other entries on a child's Child Protection file must include a record of actions taken by the internal referrer or DSL. These are recorded on CPOMS as an Action under each incident.
4. All staff should record such concerns or disclosures on a CPOMS as a separate incident and if needed, using a Body Map. All classroom and student-facing colleagues have access to CPOMS, where a concern is raised by another colleague, this should be logged onto CPOMS by the child's Head of House.
5. The DSL is responsible for such records and for deciding at what point these records should be shared with, or transferred to other agencies or schools, in consultation with the Headteacher.
6. Separate child or if appropriate, family CP files are stored in a locked and secure location in the Safeguarding Officer's office. Only the DSLs, Headteacher and other appropriate Senior or Pastoral Staff have access to these files.
7. The information in these files may be shared with other agencies as appropriate and in some cases used as evidence by other agencies in line with current Information Sharing guidance and GDPR (2018).
8. Only factual verified information is recorded as such. Information 'reported' by outside individuals is clearly indicated as such.
9. Parents may request to read their child's file under Subject Access Request or GDPR. School will seek legal or safeguarding advice from if such a request is made in order to ensure that only appropriate information is disclosed depending on the circumstances and any '3rd party' information that will need to be redacted.
10. The DSL will decide what information needs to be shared within school with whom and when on a case-by-case basis. Confidentiality is essential but staff working with children can only provide effective support and monitor concerns if they are made aware that there are concerns or at the least that individual children are being monitored.
11. Child protection records are reviewed each half term to check whether any action, advice or updating is needed.

5.1 Transferring and retaining Records

Records are transferred to receiving schools when children transfer at normal phase transition and at any other time, including to the FE or other settings before the age of 18.

Records linked to other students including siblings, will remain on CPOMS whilst the link student is enrolled at the school.

When children transfer schools at normal phase transition Child Protection and other safeguarding concerns will be discussed between DSL and the appropriate pastoral staff or DSL at the receiving school, where appropriate.

If there are concerns about children changing schools at other times the DSL or Deputy DSL will contact the receiving school to alert the DSL of the concerns and records in transit.

Records are sent, where possible securely via CPOMS. Where this is not possible, they will be sent to the receiving school separately from other records and marked 'Private & Confidential for the attention of the DSL. When sending by post records will be (1) sealed in an envelope, marked as above, and (2) sealed in an addressed envelope before sending by recorded delivery.

Written receipt of records will be obtained from the receiving school when transferred by post. Where records are sent via CPOMS, this is recorded on CPOMS.

When admitting children at times other than the normal phase transition, checks with the previous school will be made to establish if there is Child Protection information in respect of the child or children, in writing.

The school is regarded as the 'Custodian of the records'. Records should be retained by the setting they attended at 18 up to the 25th birthday of the student and then destroyed at the earliest convenience

6. Concerns

6.1 Recognising Concerns

School staff are particularly well placed to observe, and should be alert to, outward signs of abuse, changes in behaviour or failure to develop, poor or irregular attendance. Staff are also made aware of emerging local safeguarding trends and given advice on what they may identify.

The DSL and Safeguarding Governor ensure that all staff have received and been given the time to read KCSiE Part One and have access to the full guidance on 'What to do if you are worried a child is being abused' Mar 2015, which contain detailed information about forms of abuse and related issues.

6.2 Extra-Familial Safeguarding

All staff will be made aware of the need to consider that wider aspects of the child's life beyond the family situation may result in a context to their experiences that places their safety and welfare at risk.

6.3 Sexual, Physical, Emotional Abuse and Neglect

The DSL ensures that all staff have received and been given time to read KCSiE Part 1 (or Annex A as appropriate) and have access to the full guidance on *What to do if you are worried a child is being abused* (March 2015), which contain detailed information about forms of abuse and neglect and how to respond to disclosures and other concerns.

6.4 Child Exploitation

Child Sexual Exploitation (CSE) / Child Criminal Exploitation (CCE)

Staff are made aware of the possible indicators of CSE and CCE and the need to refer these concerns to the DSL. All staff have received and been given time to read KCSiE Part 1 (or Annex A, as appropriate) and have access to Annex B: Further Information. These will be referred to the SaPH in order that the LA CSE / CCE Response Team can consider this information.

County Lines

Staff are aware that the exploitation of children to be used to carry drugs and money from urban to suburban, rural, market and seaside towns is a growing problem and that the East Riding is an area that is targeted.

We are aware that this is based on violent coercion or other threats to the young people and that students or their siblings may be at risk of such abuse. We are aware of possible indicators including poor or irregular attendance, signs of physical injury or neglect.

6.5 Female Genital Mutilation (FGM) and Forced Marriage

All staff are reminded of the need to be aware of the possibility of such abuse at Early Years, Primary and Secondary school age as outlined in Annex A of KCSiE 2021 and that they have a statutory duty and responsibility to report concerns related to FGM.

The following reporting procedures in line with ERSCP / Humberside Police agreed arrangements should be followed in case of possible or disclosed FGM. However, if there is a suspicion that a girl is at immediate risk of such abuse police should be contacted via 999.

Reporting Concerns

- 1) If a member of staff **suspects** that a girl has suffered or may be at risk of suffering FGM or subject to Forced Marriage they must discuss these concerns with the DSL immediately. The DSL will follow ERSCP procedures and contact SaPH by phone. If the child is believed to be in immediate risk, the police should be contacted on 999.
- 2) The DSL or Teacher will follow advice from the SaPH before discussing such concerns with parents or carers.
- 3) If a member of staff **discovers** by disclosure by the victim, or peer, or physical evidence (which is highly unlikely for a member of school staff) that FGM has taken place. The DSL must be informed immediately and a referral to SaPH, which is effectively a referral to the police made initially by phone.

In this case, if the member of staff is a teacher (or employed to carry out teaching duties) the referral to SaPH will be made by this teacher with the guidance and support of the DSL. For other staff such a referral will be made by the DSL but this will need to identify the member of staff and the information they have reported.

(This is in line with the legal responsibilities placed upon schools in respect of reporting procedure)

- 4) The referral will be made at the latest by the close of the next working day but ideally immediately and on the same day if a school holiday or weekend following the next day
- 5) If the DSL or Deputy DSL is not available within this timescale, the member of staff should contact SaPH and update the DSL.
- 6) A written 'Confirmation of Referral' form should be forwarded to SaPH in line with ERSCP safeguarding procedures.

6.6 Possible Violent Extremist Radicalisation & Hate Incidents

Staff are made aware that concerns about the possible radicalisation of, or influence on children by violent extremist political or religious groups should be referred to Senior Staff or the DSL.

If after consideration it is felt that there are concerns about possible radicalisation to encourage violent extremism, including online, or concerns about the behaviour of parents or other family members a referral will be made to the police & LA Prevent sections (Appendix 9).

If there is an immediate concern of risk or emergency, the school will call 999.

In cases of possible hate crime, a separate referral will be made to the Humberside police Hate Crime reporting system via 101 or online at the ERYC Web site. This will not prevent or delay the school in following our own internal disciplinary procedures in such cases.

The school ensures that controversial issues are discussed and covered within the curriculum and that these are not avoided but dealt with appropriately within the planned and informal curriculum.

Following an assessment of the levels of risk within the school and wider community appropriate levels of training will be given to DSL, Senior staff and other staff.

The PSHE curriculum will ensure that issues such as **tolerance, respect, democracy and individual liberty** are covered in age appropriate ways.

Visiting speakers and organisations will be checked to assess the suitability in respect of the above elements of PSHE/SMSC activities within school.

6.7 Children Missing from or Missing Out on Education (CME & CMOE) & Children absconding from school

Emergency contacts

We will endeavour to obtain and maintain at least 2 emergency contact phone numbers for each student and make all reasonable efforts to ensure that parents are reminded to update the school on number or contact changes. Parents who have not provided 2 contact numbers or update school will be contacted and asked to provide the contacts. All such attempts to obtain this information will be recorded.

On the first day of a child's absence, a phone call will be made to the home address and message left if no answer or an email sent to the parent / carer's registered email. On the second day of absence, a phone call will be made to the home address and message left if no answer or an email will be sent to the parent / carer's registered email, ensuring that all options are used over the two days. If no response to either, a home visit will be used and EWS / Police informed as necessary.

The school will only remove children from the register if the statutory grounds for doing so are met and will inform the LA of the intention to do so. In the case of CME, school will make all reasonable efforts to locate the child/children as required by the guidance.

The school will inform the LA EWS if any student fails to attend without permission for a continuous period of 10 days or more and will refer children whose attendance has fallen below the agreed level to the EWS.

If a child, who is the subject of a Child Protection Plan or is otherwise open to the CST, does not attend school without a verified valid reason the DSL will contact the assigned social worker or CST duty desk if unavailable.

If a child not open to CSC that the school has concerns about, does not attend school, the school will contact SaPH, the EWS and / or the police depending on the circumstances.

The school will ensure that they know the attendance of any children educated off site. The school has agreed process in place with its alternative provisions for first day absence calling. The school retains responsibility for the attendance of any child attending an off-site provision and will monitor and act as required.

The school works closely with the EWS in relation to the monitoring of potential Children Missing Out on Education.

If a child absconds from the site, the school will make an initial search and contact the parent / carer or other emergency contact (and Social Worker if open to CSC). If after that search the child is not located, the school will contact the police within 20 minutes of the alert or sooner in extreme circumstances.

6.8 Serious Violence

All staff are aware of indicators or signs and symptoms that a child may be at risk, have suffered serious violence, or be involved in such behaviour possibly related to gang type activities or Criminal exploitation.

6.9 Private Fostering & Direct Payments

If the school is made aware that a child under the age of 16 (under 18 if disabled), is or may be cared for by someone who is not their parent or a 'close relative'*; in a private arrangement made between a parent and a carer; for 28 days or more, a referral to the SaPH will be made.

**(Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity)*

If we are made aware that a direct payments worker is engaged by parents for overnight supervision of children, SaPH will be notified if the school has concerns about such arrangements.

6.10 Domestic Abuse

The school is involved in the Humberside Police / ER LA Operation Encompass Domestic Abuse alert system and supports students appropriately when alerts are received. All staff are aware of the need to be alert to the possible indicators of Domestic abuse including coercive control and refer concerns to the DSL.

6.11 Responding to concerns

‘Never Do Nothing – Do the basic things well - It can happen here’

All staff have a responsibility to respond to disclosures by children or other concerns and pass these concerns on to the DSL immediately as outlined in (Appendix 2).

Staff do not need ‘proof’ of abuse and should not ‘investigate’ concerns.

This information must be recorded on CPOMS as a new Incident.

Concerns relating to marks or injuries must also be recorded on a ‘Body Map’ which should be part of the incident recorded on CPOMS.

If using a body map injuries or marks must be described, in addition to locating on the body map.

Photographs must **not** be taken of any marks or injuries.

Staff are issued with the School CP procedures and regularly reminded to maintain an ‘It could happen here’ attitude and not to:

- Dismiss concerns or disclosures as insignificant, they may provide a vital link to other information.
- Keep such concerns to themselves.
- Investigate or seek proof.
- **Promise secrecy** to children or adults making disclosures but reassure them that information will be shared appropriately and confidentially.
- Ask closed questions that lead a child into a particular answer but if they need to clarify aspects of a disclosure by or about a child use only ‘TED’ type questions i.e.;
- **Tell me..., Explain..., Describe...**
- Delay recording or passing concerns to the DSL.
- Discuss with parents or carers.

Staff are made aware that it is unacceptable legally, professionally and morally for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff and that any such failures will be regarded as potential disciplinary matters.

Each case will be considered by the DSL who will decide what information to share with which staff.

7. Child Protection & Early Help

7.1 Children suffering or at risk of significant harm

If it is considered that a student may have suffered or may be at risk of suffering significant harm the parent / carers will be made aware that the school will need to discuss the matter with the SaPH.

However if it is thought that:

- Informing parents/ carers might place the child at continued or increased risk.
- There is a possibility that a crime may have been committed.
- In cases of suspected fabricated illness, radicalisation, FGM or Forced marriage.
- Informing parents/ carers might place staff at risk.
- Where a delay in obtaining consent may put a child at risk.

A contact to the SaPH will be made before discussing the matter with parents or carers.

In either case this will be done **as soon as possible after the information or concern emerges** to ensure that the Locality Children's Safeguarding Team and in some cases the police are able to respond within the school day.

After a telephone contact to the SaPH, the DSL or other delegated member of staff will email a completed **Request for Service Form** (Appendix 5) - **ideally immediately after initial telephone referral** and at the latest within 24 hours to support informed decision-making.

If the child is already 'Open' to CSC an initial contact will be made with the Social Worker or if unavailable the 'Duty' team member at CST.

In the case of a child open to a 0-25 team Social Worker the school will contact her/ him. If open to another 0-25 worker, the SaPH will be contacted.

After consultation with the SaPH the DSL may advise that the situation will be monitored and inform the appropriate staff.

In all cases, records of discussions with the SaPH and other professionals will be recorded in the Child's file.

7.2 Early Help Support

If it is felt that a child or family may require additional Early Help support that cannot be provided by the universal services available in or to the school, consent from parent / carers will be sought for a contact will be made to the Early Help Locality Hub in whose area the child or family live.

If after initial consultation it is thought that additional support may be appropriate, the school will submit a 'Request for Service' form to the Locality Hub in whose area the child lives.

The Early Help and Prevention Hub will respond to the school within 48 hours of their decision (Monday to Friday).

If a service is to be provided, the school will engage with a TAF meeting and work with other professionals to complete an Early Help Assessment. The school will follow local guidance in relation to completing EHAs.

If consent is not given the DSL will consider if a consultation with the SaPH is needed to discuss the refusal by parent / carers to share information and seek additional support for the child.

7.3 Children's Emergency Duty Team (CEDT)

The principal responsibility of the CEDT is to respond to out of hours contacts in relation to child(ren) where intervention from ERYC is required to safeguard a vulnerable child(ren) and where it would not be safe, appropriate or lawful to delay that intervention to the next working day.

If a child or children are deemed to have or be at risk of significant harm and it is outside office hours, the school will contact CEDT to discuss their concerns.

On contacting CEDT, the school are aware that the call will be taken by a Lifeline operator and not a social worker. Lifeline will then pass the information onto an on-call social worker. School will have the following information for the call:

- Name of the family and the child(ren) involved.
- Age(s) of the child(ren).
- Address and telephone numbers.
- Whereabouts of the child, if known.

Prior to contacting CEDT, school will consider the following to aid decision making:

- How does the current situation impact on the child?
- How does the parent / carer and child feel about your concerns, request for support?
- What needs to change to make things better or safer for this child and family?
- Has the child suffered any harm and how do you know? If the child has an injury describe this
- If yes, how often has this happened and what are the triggers?
- What is going well for this child and family?
- What has already been done to address any concerns and how has this helped?
- What resources / services are currently in place?
- What chronologies can you submit to support your referral?
- What would the family like to change?

The school will ensure they are available and contactable to receive a call back from the CEDT social worker who may need to gather further information or confirm the outcome of the contact.

7.4 Feedback & Escalating concerns about individual cases

When requests for support are made if the school does not receive written feedback on the decision reached by the SaPH or EHLH within 24 (or sooner in urgent cases) or 48 hours respectively we will contact the appropriate manager or duty worker to seek advice.

If the DSL feels that advice or action after discussion with the SaPH, the EHLH or the CST is inappropriate, that the child's circumstances are not improving or that there are delays in the case management, the DSL will insist on discussion with the appropriate team manager and if the concerns persist, escalate this further to the next line manager.

Records of all such discussions and responses must be retained and recorded on CPOMS.

The DSL will ensure that a record of all information is collected and any subsequent decisions and action taken, including details of other persons involved in the decision-making. This will include recording reasons not to refer the concerns to other agencies or not to seek advice if that was the course of action.

The DSL will update the school referrer as soon as possible on a 'Need to know' and 'case by case' basis. If the member of staff feels that the actions taken are inappropriate, ineffective or that the concern is continuing they should raise concerns with the DSL and press for reconsideration or discussion.

If there is still a concern by the member of staff or they feel the situation is urgent s/he can refer to the SaPH, the allocated Social Worker or the LADO them self.

8. Vulnerable children & Children with SEN, disabilities or Mental & Emotional Health concerns.

Children may be vulnerable because, for example, they have additional or Special Educational Needs, are Looked After, have experienced or are experiencing a form of neglect, abuse or complex or adverse family circumstances. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.

Staff in contact with such children will be made appropriately aware of the child's needs and circumstances in order to maximise the effectiveness of support.

Information from the DSL or other pastoral staff will inform the development of support in respect of attendance, learning, behaviour and mental & emotional health.

The school will arrange support for children with Emotional & Mental Health issues by in school and accessing universal services. If additional support is needed advice and support will be requested at the Early Help or Specialist level in line with the LA Effective support model.

Staff are reminded that **Children with SEN, disabilities, communication or behaviour** problems are at greater risk of abuse, neglect and bullying than other children. They may not be identified as being at risk of harm as indicators of possible abuse such as behaviour, mood, and injury may be assumed to be related to disability or SEN rather than possible abuse, neglect or bullying and communication of abuse may be difficult. Staff specifically supporting such children and other staff will be alert to these factors.

The Designated Teacher who supports and promotes the educational achievement of Looked After Children(LAC) and previously LAC, will liaise with the DSL and staff involved with the child to ensure that support is provided and ensure that the needs identified in the child's Personal Education Plan are supported by staff involved with the child.

Safeguarding implications will be considered when individual support plans are reviewed in the case of children who require, for example, medication, some form of intimate care, and help with changing or physical support or physical intervention.

If a child, who is the subject of a Child Protection Plan, or is otherwise open to the CST, does not attend school without a verified valid reason, the DSL will contact the assigned social worker or CST duty desk if unavailable.

If a child not open to CSC that the school has concerns about, does not attend school the school will contact: the SaPH, the EWS and / or the police depending on the circumstances.

9. Peer on Peer Abuse, sexual violence & Harassment

All staff are aware that children can and do abuse other children and that this can happen inside and outside of school as well as online. All staff are aware of the different type of peer on peer abuse and the indicators.

Peer on peer abuse can include online behaviour such as sexting and bullying in addition to sexual or physical abuse and emotional abuse in forms such as homophobic, transphobic, disability hate, racist and other discriminatory behaviour.

All staff are aware of the changes to KCSiE 2021, particularly in relation to sexual violence and sexual harassment and acknowledge that this is happening in our schools.

They are aware of their responsibility to model appropriate behaviour and the need to report any suspicions to the DSL who will act appropriately to ensure this is investigated, acted upon and any support required is delivered in line with this policy, the Staff Code of Conduct and the School's behaviour policy.

It is important that staff do not regard behaviour such as students suffering sexual touching as 'part of growing up' or verbal abuse or harassment as 'banter'.

The School's RSHE curriculum supports students to identify this type of abuse, supports them to know this is not acceptable in anyway and supports children to seek support should they require it.

The governing body (including the DSG), Headteacher, senior leadership, DSL, and other senior and pastoral staff have also read and understand their responsibilities in relation to 'Sexual violence and sexual harassment between children in schools and colleges' DfE September 2021'.

If there is a concern that the level of possible abuse may reach a threshold for Police and or Social Care involvement or that either the alleged victim or perpetrator should be offered support or intervention from the Locality Early Help Hub, appropriate referrals will be made.

In cases of possible hate crime, a separate referral will be made to the Humberside Police Hate Crime reporting system via 101 or online at the ERYC web site. This will not prevent or delay the school in following our own internal disciplinary procedures and/or making a request for service to SaPH, if this is required.

If an incident has occurred during school time or is occurring that is clearly an urgent criminal matter, 999 will be called.

If any child involved in peer on peer abuse has a social worker, is open to Early Help or has a youth offending officer, the lead professional will be informed.

If allegations of such abuse are investigated by Police or Social Care, the school will take advice from these agencies as to internal investigation and supervision of the students involved. School will make every effort to ensure that during such investigations all students involved are treated fairly and consistently and that appropriate supervision and support is in place. Parents will be made aware of any specific arrangements that are put in place.

Whilst it is important that the school does not assume guilt without clear evidence or direction from other agencies it is important to ensure that the victim or alleged victim is fully protected and supported throughout the process.

In circumstances where a student may present a risk to peers or staff, appropriate Risk Management plans will be developed with appropriate advice from other agencies. These plans will be discussed with staff on a need to know basis and the child and parents/ carers.

Staff are aware that 'up skirting' behaviour is a criminal offence and must be reported as such to senior staff as a form of sexual harassment.

10. Joint working with other agencies & Early Help

The school recognises that inter-agency working is essential if children are to receive effective targeted support as early as possible. In this way, we hope to ensure that barriers to learning and social inclusion are minimised for vulnerable children.

We are therefore committed to initiating where appropriate and supporting other professional initiated inter-agency work such as:

- Early Help Plans & Team Around the Family meetings (TAF)
- CP Case Conferences, core groups and other multi-agency meetings.
- Joint working with EWS.
- Health & CAMHS intervention & assessment.
- The school also works in partnership with Humberside Police as part of the
- Domestic Abuse alert system Operation Encompass

10.1 Case Conferences, Core Group, TAF & Strategy Meetings

The DSL & Headteacher will ensure that the appropriate member(s) of staff attend Initial & Review Child Protection Case Conferences and subsequent Core Groups and that written reports are prepared for each Case Conference.

Reports will be compiled using the 'Signs of Safety' report templates after discussion with relevant staff involved with the child.

Reports will be discussed if possible with parents before forwarding to the Case Conference Chair 3 days before an Initial and 5 days before a Review Conference.

We will attempt to ensure representation at other meetings and where possible and practical host such meetings. Where meetings fall outside of term time, we will attempt to ensure representation. Where not possible the East Riding of Yorkshire Council's Education Safeguarding Team will offer this support.

Feedback following Conferences & meetings will be given to school staff under the 'Need to know' principle on a case-by-case basis.

10.2 Information Sharing

In cases involving possible child abuse or neglect, the school has a duty and the legal right to share information.

The DSL/Headteacher will ensure that the sharing of information is in line with the UK Data Protection Act 2018 and UK GDPR and following principles as outlined in: '*Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers*, July 2018', the seven golden rules to sharing information:

- Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.
- Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

- Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
- Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
- Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
- Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to-date, is shared in a timely fashion, and is shared securely.
- A record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

11. Children's Concerns

The School recognises that listening to children/young people is an important and essential part of safeguarding them against abuse and neglect. We will seek to develop resilience in the children and ensure that they are aware that they can seek help and support **and that their concerns will be taken seriously**.

Children will be made aware of the opportunities available to them to seek advice and support within the formal and informal curriculum. This includes the teaching of the appropriate Relationship & Relationship, Sex and Health Education, from September 2020

Children and young people are made aware that the school's approach to any incident of peer on peer abuse (including sexual violence and sexual harassment) is confidential and they understand that their concerns will be treated seriously. The school's reporting mechanism is promoted through assemblies as well as notice boards within school and in pastoral offices and updates to parents and the school follows guidance from Part Five of KCSiE 2021.

Safe school procedures including Child Protection matters will be discussed by the Student's Union and through school surveys etc. to gather children's opinions about the support systems in place.

12. Vetting, Recruitment and selection of staff

The school complies fully with Statutory Guidance 'Keeping Children Safe in Education Part 3 Safer Recruitment' in relation to adverts, application process, shortlisting, employment history, selection and pre-appointment vetting checks, regulated activity and recording information.

The school ensures that for all staff, Governors and volunteers who are engaged in Regulated Activity, the following checks are carried out as required by the Statutory Guidance.

- an identity check
- a barred list check
- an enhanced DBS check

- a prohibition from teaching check
- further checks on people living or working outside the United Kingdom (UK)
- a check of professional qualification
- a check to establish the person's right to work in the UK

Any staff or volunteers not in regulated activity are continually supervised by staff.

The school ensures that for all other staff (e.g. contractors) who may have regular contact with children, who are not engaging in regulated activity, the appropriate level of DBS checks are either carried out or confirmation of such checks are completed.

A Single Central Register (SCR) for all staff, visiting staff, volunteers and governors is maintained following statutory guidance.

The Head, HR team, Senior Leadership Team and at least one Governor complete the appropriate Safer Recruitment training which is updated every 3 years. All appointment panels will have at least one member who has completed this training in the last 3 years.

If other organisations provide services or activities on our site, on our behalf, including Agency Supply staff, we will obtain written assurances that these organisations have appropriate safeguarding, safer recruitment and vetting procedures in place.

All staff that are covered by the:

'Disqualification under the Childcare Act 2006 Statutory guidance for local authorities, maintained schools, academies and free schools Aug 2018' requirements are aware of their responsibilities to disclose any possible matters that need to be considered under this act. If such disclosures are made the Headteacher will seek advice from the LA HR service (or other HR provider) who will liaise with the LADO.

See section 19 for further guidance on contractors, visitors etc.

13. Training

13.1 Induction

When new staff start at the school they are briefed on the school CP and Safe Working procedures and given time to read and discuss the following:

- Keeping Children Safe in Education – Part 1 information for all School & College staff.
- Expectations & Code of Conduct.
- Online Safety Policy.
- Acceptable use of ICT Policy.
- School Child protection Policy & Procedures.
- School Behaviour & Attendance policies - and understand the safeguarding context of both.
- The role and identity of the DSL, DDSL & DSG

All staff have received training / briefing about and had time allocated to read and the opportunity to seek advice or clarification about the current:

- Keeping Children Safe in Education – Part 1 information for all School & College staff.
- Expectations & Code of Conduct.
- Online Safety Policy.

- Acceptable use of ICT Policy.
- School Child protection Policy & Procedures.
- School Behaviour & Attendance policies - and understand the safeguarding context of both.
- The role and identity of the DSL, DDSL & DSG.

All staff have access to the current:

- Keeping Children Safe in Education Full guidance.
- School Strategic Child Protection & Safeguarding Policy.
- What to do if you are worried a child is being abused.
- The School safeguarding whistle blowing guidance.

Other short term or visiting staff and volunteers are made aware of the CP reporting procedures within the school and the Trust Code of Conduct.

13.2 Staff Safeguarding Training and awareness

All staff have received, had time allocated to read and have the opportunity to seek advice or clarification about the current:

- Keeping Children Safe in Education – Part 1 information for all school & College staff.
- Expectations & Code of Conduct.
- Online Safety Policy.
- Acceptable use of ICT Policy.
- School Child protection Policy & Procedures.

And have access to the current:

- Keeping Children Safe in Education Full guidance.
- Trust Child Protection & Safeguarding Policy.
- What to do if you are worried a child is being abused.
- The School whistle blowing guidance.

All staff (teaching and non-teaching) are reminded of the policy and procedures at the start of each school year and receive regular and topical updates as appropriate through the school year.

All staff will complete the EduCare training – **Child Protection in Education** and **The Prevent Duty**. All Staff will complete EduCare refresher training every 3 years thereafter.

The appropriate staff will complete online Prevent and FGM training following a risk assessment, which will be regularly reviewed.

13.3 DSL training

In addition to the above, the DSL & Deputy DSL complete the following training as a minimum.

This training will be enhanced by other ERSCP training on topics relevant to the school's specific needs.

- Annual ERSCP/ LA School DSL dedicated update and refresher training.
- Child Protection Advance Level 3 (Online)
- Prevent Online Training
- FGM online training.
- Working Together to Safeguard Children.

- Child Protection Case Conferences and Core Groups.
- Workshop to Raise Awareness of Prevent.
- Early Help Assessments.

13.4 Other Training

Heads of House and Post 16 Student Services Link will complete the following training to ensure that the expertise and awareness is adequate across the school.

- Child Neglect (Online)
- LA CPC Training

All Directors and Governors will be invited to school CP training events and will be given the opportunity to attend the ERSCP Foundation Level training.

The School and Trust CPD team will monitor training records annually to ensure training requirements are up to date and provide updates on safeguarding training for CPC report to Directors.

14. Reasonable Force

Staff will ensure that the school policy on physical intervention is followed.

All incidents requiring such action will be logged with the Headteacher or appropriate senior leader, and parents informed on the same day.

Incident reports by all staff involved or witnessing the incident will be completed as soon as possible after the incident on the same day, unless in exceptional circumstances.

Staff must only use physical intervention as a last resort to protect the safety of children or adults after appropriate de-escalation strategies have been used or in the event of serious situations where this is not possible. The decision to use reasonable force will be based on professional judgement and depend on individual circumstances and dynamic risk assessment.

If required, we plan positive behaviour plans for individual children, agreeing them with parents and training appropriate staff and thereby attempt to reduce the need for reasonable force.

Restorative methods will be considered after each such incident and the student's views on the incident sought.

Support will be offered to staff involved and incidents will be reviewed by senior staff not involved directly and any aspect that could be improved or avoided in future will inform the planning process

15. Online Safety & Acceptable Use policies

The School's Online Safety and AUP explains how we try to keep students safe in school and protect and educate them in the safe and appropriate use of technology. Behaviour such as cyberbullying and sexting will be managed through the anti-bullying procedures or Child Protection or CSE procedures if more serious.

Filtering systems are managed by the Trust's and in house IT service but we are fully aware that these filters are not infallible and staff are aware that effective monitoring by staff is essential.

We understand that this situation has a level of risk but at the same time that an 'over blocking' system would prevent effective teaching of online safety and resilience. In the same way that we could not attempt to teach children to swim without taking them to the pool.

The schools RSHE and IT curriculums include support for children and young people in identifying inappropriate online behaviour, how to report this and how they can seek confidential support.

16. Safe & Appropriate working

All staff are made aware and regularly reminded:

- That they are in a Position of Trust and what the implications of that are.
- Of the requirements of the Trust Code of Conduct and related policies.
- If at any time staff are concerned that an action or comment made may be misinterpreted or that a child behaves or makes a comment in a way that causes concern in this respect, they should log their concerns immediately with the appropriate senior member of staff and seek advice.
- That failure to adhere to the Code of Conduct including carrying out their safeguarding responsibilities may result in disciplinary action against them and in some cases allegations of inappropriate or abusive behaviour and Child Protection investigation.
- That their conduct towards students must remain beyond reasonable reproach.
- That any sexual 'relationship' consensual or otherwise with students up to 18 would constitute a criminal offence. Any such behaviour with students 18 or over would be regarded as a serious disciplinary matter.

17. Allegations against staff & Whistle Blowing

All staff have access to:

- The Trust Whistleblowing policy.
- Statutory Guidance – Allegations made against Teachers (including supply teachers) & other staff, volunteers and contractors (sec. 4 KCSiE).
- Contact details of the Chair of Governors and LADO.
- The Trust Code of Conduct policy

All staff are made aware of their responsibilities and procedure to follow in the strictest confidence. However, it must be appreciated that in the case of a Whistle Blowing situation, an investigation process may reveal the source of the information and a statement by the referrer might be required.

All staff are made aware that if they receive an allegation of inappropriate or abusive behaviour about a colleague, or feel required to make such an allegation, they should pass the information, without delay, to the Headteacher.

If the allegation concerns the Headteacher, the referrer should contact the Chair of Governors, a senior Member of staff or the LADO immediately. It is unacceptable for any member of staff not to refer such concerns.

The Headteacher (or other if the concern relates to the Headteacher) will, on the same day, contact the LADO and follow the statutory guidance Keeping Children Safe in Education 2021 Sec. 4.

All involved will attempt to ensure that any allegation is dealt with fairly, quickly, proportionately and consistently, in a way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

If the member of staff feels that the actions taken are inappropriate, ineffective or that the situation of concern is continuing they should raise concerns with the Headteacher (or other if the concern relates to the Headteacher) and press for reconsideration or discussion. If the concern persists and they feel the situation is urgent they can refer to Children's Social Care or the LADO.

Staff are aware that an allegation may be made in respect of behaviour that: may have harmed a child, involve a crime, is inappropriate behaviour towards a child either in their professional or private life or behaviour in their private life or the community not involving a child but that may suggest that they could present a risk to children.

18. Extended School and Offsite provision + Educational / Residential Visits

Where extended school activities are provided and managed by the school, our own Child Protection policy and procedures will apply.

When students attend off-site activities and provision including day, residential, work related learning placements and other alternative provision we will ensure that we obtain the same written assurances.

We will ensure that attendance at alternative or off site provision for students that remain on the school role is monitored in the same way as other students.

If vulnerable students or students that may present a level of risk to them or others are allocated alternative or other off site provision the school will discuss these issues with the provider to ensure that appropriate safeguarding measures and liaison between settings is effective.

In the same way, the DSL will discuss such concerns with Educational Visits Coordinators and visit leaders at the visit planning stage.

The school will follow the appropriate Local Authority planning and Risk assessment procedures for all educational visits and activities.

19. Volunteers

School will obtain an enhanced DBS certificate for any volunteer, even those not involved in regulated activity as outlined in part 3 of Keeping Children Safe in Education. If it is decided that in certain circumstances that a DBS check is not required for specific events or volunteers the volunteers and supervising staff are made fully aware of the expectations and responsibilities involved in such arrangements to ensure that there are no situations where such volunteers are in unsupervised contact with children.

20. Visitors, Supply and Agency staff & Contractors

Visitors to the school including contractors and volunteers are asked to sign in and are given a badge to confirm that they have permission to be on site.

Visitors and contractors engaged in regulated activity must be subject to enhanced DBS checks. If not engaged in regulated activity the school will ensure that appropriate supervision is in place.

School Admin will always check the identity of contractors and their staff on arrival at the school by inspecting photo ID.

If other organisations provide services or activities on our site on our behalf including Agency Supply staff and ITT trainees we will obtain written assurances that these organisations have appropriate safeguarding, safer recruitment and DBS / vetting procedures in place.

If Supply Staff are engaged directly by the school, the appropriate checks must be carried out by the school. The school will follow KCSiE statutory Guidance part 3 in such cases.

The Single Central Record is maintained to ensure that all appropriate staff, volunteers, Governors, agency and contracted staff in Regulated Activity are entered on it.

Any organisations or individuals booking the school site or parts of it will be checked as far as possible for suitability including possible extremist activities and recruitment.

21. Site Security Health & Safety and emergency procedures.

There is a School Specific H & S policy in place.

Daily visual site inspections are carried out before school.

Termly H & S inspections are carried out.

Annual Governors H & S and environmental audits & inspections are carried out.

All staff are aware of their responsibilities for procedures for reporting H & S concerns and there is a clear system for staff and students to report and log H& S concern.

Trust H & S Risk Assessments '**On Site Security**' and 'Managing Violence & Aggression' are used.

The DSL will be made aware immediately of any issues that could result in a safeguarding matter for children and young people following the daily visual sit inspections and will work with colleagues to remedy as soon as possible.

Fire practices are held regularly at varying times of day and week and any deficiencies corrected.

Communication systems are in place and understood by all staff and volunteers to ensure appropriate and safe responses in the event of critical incidents.

This includes:

- The need to evacuate in the event of a bomb scare or fire.
- Or the need to initiate a complete or partial 'lock down'.

22. Parents & carers

We believe that our Safeguarding and Child Protection work will be more effective if it is carried out in partnership with parents and carers and that preventative and supportive strategies such as the Early Help Plans and intervention by Early Help Support Services.

However, we ensure that parents are aware that we may, in rare circumstances, need to make Child Protection referrals or seek advice from Children's Social Care without their consent or knowledge.

Parents are also made aware that this policy is available from the school. The name and contact details (via school) of the DSG is publicised should parents wish to raise any suggestions or queries about the policy or specific issues. Any such concerns will be taken into account when the policy is reviewed and responded to by the DSL, DSG or Headteacher.

If staff are concerned that a parent collecting a child is incapable of doing so safely they should refer to guidance Appendix 10 and follow normal safeguarding procedures.

23. Policy Review

The staff and Governors will review this policy each year, and if any changes are suggested or required they will be discussed by governors. The views of the children, parents, and staff will be sought and taken into account in this review.

If at any time any deficiencies or weaknesses in the Child Protection policy and procedures are identified they will be addressed by the governing body and staff and immediately remedied.

24. Glossary and Guidance sources

For the purpose of this policy:

- The term '**staff**' or '**member of staff**' refers to all adults paid or unpaid, working in any capacity in the school or in activities organised by the school, which brings them into contact with the children of the school
- **Parent/s** - refers to adults with parental responsibility for a particular child
- **DSL** – Designated Safeguarding Lead
- **DDSL** – Deputy Designated Safeguarding Lead
- **SO** – Safeguarding Officer
- **DSG** – Designated Safeguarding Governor
- **KCSiE** – Keeping Children Safe in Education 2021 Statutory Guidance
- **EWO/S** – Education Welfare Officer/Service
- **YFS** – Youth & Family Support
- **PET** – Prevention & Education Team
- **GDPR** – General Data Protection Regulation
- **CST** – Locality Children Safeguarding Teams
- **LACPO** - LA Child Protection Officer (Schools)
- **LADO** – Local Authority Designated Officer (first contact for allegations against Staff & Volunteers)
- **ERSCP** – East Riding Safeguarding Children Partnership
- **LSCT** – Local Safeguarding Children Teams
- **SAPH**- Safeguarding & Partnership Hub
- **DBS** – Disclosure & Barring Service (formally CRB)

25. Appendix 1 - Definitions of Significant Harm & Indicators of Abuse

A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger.

- 1. PHYSICAL ABUSE** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child whom they are looking after.
- 2. NEGLECT** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- 3. EMOTIONAL ABUSE** is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children.
- 4. SEXUAL ABUSE** involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e. rape or buggery) or non-penetrative acts. They may include non-contact activities, or encouraging children to behave in sexually inappropriate ways.

25.1 Indicators of Abuse:

IT IS IMPORTANT TO NOTE THAT THESE LISTS ARE POSSIBLE INDICATORS OF ABUSE. MANY OF THESE SIGNS COULD HAVE OTHER EXPLANATIONS.

Some of the signs are the same, so there will be duplications in the lists. Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows one or more of these symptoms, or any one of them to a marked degree.

25.2 Signs of Physical Abuse:

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression toward others
- Running away

25.3 Signs of Emotional Abuse

- Physical, mental and emotional developmental lags
- Admission to punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-mutilation or self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Substance or alcohol abuse
- Running away
- Compulsive stealing or scavenging

25.4 Signs of Sexual Abuse

- Sudden changes in behaviour or school performance
- Displays of affection in a sexualised manner inappropriate to age
- Tendency to cling or need constant reassurance
- Tendency to cry easily
- Regression to younger behaviour e.g. thumb sucking, acting like a baby, playing with discarded toys
- Complaints of genital itching or pain
- Distrust of a familiar adult, or anxiety about being left with other adults
- E.g. a relative, baby-sitter or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Wetting, day or night
- Sleep disturbances or nightmares
- Chronic illnesses, especially throat infections and STI's
- Anorexia or bulimia
- Self-mutilation, attempted suicide, frequently running away
- Unexplained pregnancy
- Fear of undressing for gym
- Phobias or panic attacks

Not all sexually abused children will exhibit clear signs of disturbance. Some will be model students, displaying none of the characteristic effects of sexual abuse.

25.5 Signs of Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies

- Low self-esteem
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- No social relationships
- Running away
- Compulsive stealing or scavenging

25.6 Other Indicators that a Child or Young Person may not be safe

School staff are also well placed to observe, and should be alert to other signs that a student may not be safe.

Peer on Peer abuse (Including ‘Sexting’)

The Trust has a programme of PSHE activities, which educate students about peer on peer abuse. The trust follows Local Safeguarding Children’s Partnership Procedures to manage individual cases. In such cases, the trust will offer further personalised education to individual students, and where appropriate seek further advice from SaPH. If any staff member becomes aware of any incidents of sexting, they must report to the CPL who will liaise with the CPC to investigate and determine the most appropriate intervention.

Female Genital Mutilation Female (FGM) is a collective term for procedures, which include the removal of part or all of the external female genitalia for non-medical purposes. Indicators that a child may be at risk include:

- The family belongs to a community in which FGM is practised;
- Maternal or other family member disclosure;
- An awareness by a midwife or obstetrician that the procedure has already been carried out on a mother, prompting concern for any daughters, girls or young women in the family;
- Any female child whose older sibling has undergone FGM;
- The family makes preparations for the child to take a holiday, e.g. arranging vaccinations, planning an absence from school;
- The child talks about a ‘special procedure/ceremony’ that is going to take place.
- The child has changed in behaviour after being absent from school; or
- The child has health problems, particularly bladder or menstrual problems

The trust follows Local Safeguarding Children’s Partnership Guidance and Procedures in relation to FGM. Any suspicions or patterns of behaviour indicating possible FGM risk will be taken seriously and advice sought from SaPH and the Police.

Advice if there are concerns about the capacity of parent / carer collecting children

If the school has concerns that a parent, carer or person authorised to collect a child appears to be:

- Drunk.
- Under the influence of other drugs whether prescription or not.
- Behaving in an irrational, aggressive or concerning way.

Which suggests they are not able to offer safe care to the child or not fit to drive, the school should take appropriate steps to avoid releasing the children to the carer.

Whilst the school cannot legally refuse, ultimately to withhold the child there is a safeguarding and moral responsibility to attempt to clarify the situation and take steps to protect the child as much as possible in such circumstances.

If there is clear evidence or a judgement taken in good faith by staff that if the parent takes charge of the child it will be at immediate risk of harm:

- 1) Staff concerned will alert senior staff and keep the child separate if possible.
- 2) Staff will talk to the adult and re - assess their ability to keep the child safe.

- 3) Consider contacting other authorised carers.
- 4) If not appropriate or not available and there is a perceived risk we will explain to the adult that CSC and the police are being contacted for advice and ask s/he to be patient & calm. The child will be supervised elsewhere in school if possible.
- 5) If it is not possible to avoid the adult taking the child and there are concerns for their safety and that of staff and others 999 will be called and SaPH or CEDT notified.

26. Appendix 2 - Responding to Concerns and Disclosures

- React calmly promise CONFIDENTIALITY **not** SECRECY
- Be aware of your non-verbal messages
- Keep responses short, simple, slow and gentle
- Do not stop a child or parent who is talking freely about what has happened
- Observe and listen but **only ask open ended questions** if you need to clarify but this may be better left to the CPL (Head of House), DSL or SO

The use of 'TED' questioning may be appropriate

Tell me what happened

Explain what you mean

Describe how...

Alternatively, Open ended questions e.g.

What happened?

Where were you?

When did this happen?

Who was there?

How did it make you feel?

- If you have difficulty in understanding the child or parent's communication method, reassure them that you will find someone who can help
- Tell the child or parent they have done the right thing by telling you
- Avoid making comments or judgements about what is shared
- Tell the child or parent what will happen next, and be honest

Make a written note of:

- What is said
- Who is present
- Anything else that happens after the child discloses
- Ensure legibility, full dates & clear signature
- Maintain strict confidentiality
- If you see or are shown marks or injuries describe them and record on a body map

Pass the information to the DSL or DDSL on the same day by recording on CPOMS

27. Appendix 3 - Example of Advice for Children

If someone is hurting or upsetting you or making you feel scared, it is not your fault.

You are not alone, there are people who can help you and stop people from making you feel scared or hurt.

You may be frightened of the person hurting you or your friends, but there are things you can do to get help and make it better.

This includes someone who may be frightening you on the Internet or on your mobile

You should:

- **Tell someone** you trust such as your friends, teachers, parents, grandparents. Other people at school may be able to help such as your Head of Year, Connexions, personal advisor.
- **Let people help** to make things better by stopping the person from hurting you or your friends

You shouldn't:

- Feel embarrassed or alone.
- Feel that it is your fault or that you are to blame for someone hurting, frightening or touching you.
Anyone who tells you that is a liar
- Keep it a secret.
- Feel you have no one to turn to – people are there to help

27.1 Other help

Designated Safeguarding Lead – Mr T Sergeant
Safeguarding Officer – Mrs E Monkman

www.nspcc.org.uk

www.childline.org.uk 0800 1111

www.barnardos.org.uk

www.saferinternet.org.uk

www.thinkuknow.co.uk

www.childline.org.uk

28. Appendix 4 - Example Advice for Parents / Carers

To be used at induction and in newsletters etc.

Within The Education Alliance, we recognise that your child is our responsibility and concern. We want to work in partnership with you, and discuss with you, any concerns we may have or that you may have.

It is a priority to inform and involve you at every stage in your child's time at the school.

Since the first priority is your child's welfare, there may be rare occasions when our concern about your child means that we have to consult other agencies even before we contact you.

The ER Safeguarding Children Partnership has laid down the procedures we follow, and the school has adopted a Child Protection Policy in line with this for the safety of all.

If you want to know more about our procedures or the policy, please contact the school.

29. Appendix 5 - Making a Child Protection Referral

The Local Safeguarding Children Partnership's Procedures contain the detailed inter-agency processes, protocols and expectations for safeguarding children. They can be found on the East Riding of Yorkshire Website in the Health and Social Care section.

If the school believes that a child may have suffered, is suffering or be at risk of suffering significant harm, a referral **must** be made to the Safeguarding and Partnership Hub (SaPH) as soon as possible within the school day.

Please see below request for service form:

Request for Service

Requests for **Early Help** or **Safeguarding Services** should be made using this inter-agency request for service form. The form is in line with the requirements of Working Together to Safeguard Children and local procedures.

Before completing this form please refer to the East Riding Safeguarding Children Partnership Threshold Guidance and (if available) seek advice from your organisational safeguarding lead or safeguarding professional.

*However If you are concerned a child has suffered or is likely to suffer significant harm and is at immediate risk call the **Children's Safeguarding Hub** on **(01482) 395500** or ring **999** (asking for the Police). In these circumstances please complete this form to confirm your referral **within 24 hours**.*

CONSULTATION OFFER

If you are considering a request for additional needs you are welcome to contact an Early Help practitioner on 01482 391700 to discuss prior to making the request.

If you are requesting intensive, targeted or specialist support please consider contacting the Safeguarding Hub for a consultation with a Social Worker before completing.

Section A – Referrer's Details					
Date of referral:		Time of referral:		<input type="checkbox"/> Referral is a follow up to a telephone call	<input type="checkbox"/> This is a new referral
Name of referrer:				Role / relationship to child:	
Organisation:				Address of referrer:	
Contact number				Postcode:	
				E-mail:	

Section B – Consent to make a request for service

Consent should always be sought from an adult with parental responsibility for the child / young person (Or from the child themselves if they are competent) before passing information about them to either Children's Safeguarding or Early Help community Hub. If a practitioner believes a child is at risk of significant harm, they have a duty to inform- this does not require consent, but it is good practice to inform an adult with parental responsibility that the request for service is being made, UNLESS doing so would place the child at risk of significant harm or may lead to the loss of evidence

Have you obtained consent to make the request for service?

No

Yes

Date obtained:

If yes, what is the parent / carer and child's view of the request for service

If no, explain the immediate risk of significant harm that has prevented you from obtaining consent:

Section C – Why are you making this request today?

(e.g. has something happened, have your concerns increased?)

Has the child suffered or likely to suffer significant harm?

Yes/No

If yes please contact the safeguarding hub immediately and before completing this form.

Is this child at risk of exploitation

Yes/No

Section D: The Child's Details

Surname:		First name(s):	
D.O.B or expected date of delivery:		Gender:	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Unborn <input type="checkbox"/> Trans-gender <input type="checkbox"/> Prefers not to say
School / early years setting		GP surgery and NHS number:	

Name of person with parental responsibility			
Child's home address:		Postcode:	
		Telephone:	
Current address (if different from above):		Postcode:	
		Telephone:	
Child's ethnicity:			
White <input type="checkbox"/> White British <input type="checkbox"/> White Irish <input type="checkbox"/> White any other background	Black or Black British <input type="checkbox"/> Caribbean <input type="checkbox"/> African <input type="checkbox"/> Any other black background	Mixed <input type="checkbox"/> White and black Caribbean <input type="checkbox"/> White and black African <input type="checkbox"/> Any other mixed background	Asian or Asian British <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Any other Asian background
			Other Ethnic Groups <input type="checkbox"/> Chinese <input type="checkbox"/> Any other ethnic Group <input type="checkbox"/> NOT KNOWN
Child's first language or preferred means of communication:		Is an interpreter or signer required?	<input type="checkbox"/> No <input type="checkbox"/> Yes Details:

Child's religion	<input type="checkbox"/> Buddhist <input type="checkbox"/> Eastern religion <input type="checkbox"/> Hindu <input type="checkbox"/> Jewish <input type="checkbox"/> Methodist <input type="checkbox"/> Muslim <input type="checkbox"/> Not known <input type="checkbox"/> Other <input type="checkbox"/> Other Protestant <input type="checkbox"/> Roman Catholic <input type="checkbox"/> C of E / Anglican <input type="checkbox"/> Jehovah's witness <input type="checkbox"/> Mormon <input type="checkbox"/> No religion <input type="checkbox"/> Pentecostal Christian	Has an Early Help Assessment (EHA) been completed?	<input type="checkbox"/> No <input type="checkbox"/> Yes Details:
Does the child have a Special Educational Need or Disability?	<input type="checkbox"/> No <input type="checkbox"/> Yes Details: <input type="checkbox"/> Autistic spectrum disorder <input type="checkbox"/> Hearing impairment <input type="checkbox"/> Other difficulty / disability <input type="checkbox"/> Physical disability <input type="checkbox"/> Profound and multiple learning difficulty <input type="checkbox"/> Severe learning difficulty <input type="checkbox"/> Moderate learning difficulty <input type="checkbox"/> Multi-sensory impairment <input type="checkbox"/> Social, emotional or mental health <input type="checkbox"/> Specific learning difficulty <input type="checkbox"/> Speech, language and communication <input type="checkbox"/> Visual impairment	Does the child have an Education Health and Care Plan?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not known

Section E – Residing Household Details

If you are also referring a sibling of the child in Section A who is under the age of 18 years, please list them in this section and indicate that you are also referring them. Please also list the names and details of all children (under 18) and adults who are currently residing in the home.

Surname	First name	DOB	Age	Relationship to the child in section A	First language or preferred means of communication	Also referring
						<input type="checkbox"/> Yes
						<input type="checkbox"/> Yes
						<input type="checkbox"/> Yes
						<input type="checkbox"/> Yes

Section F – Non-Residing Family Details

Please also list the names and details of all children (under 18) and adults who are family members that do not reside in the home (i.e. separated parents, half-siblings).

Surname	First name	DOB	Age	Relationship to the child in section A	First language or preferred means of communication	Address and contact details	Also referring
							<input type="checkbox"/> Yes
							<input type="checkbox"/> Yes
							<input type="checkbox"/> Yes
							<input type="checkbox"/> Yes

Section G -Details of your /concerns, request for support

On a scale of 0 – 10, **how safe is the child right now?**

(0 = so worried the child is certain to get harmed or harmed again. 10 = not worried, the child is safe)

Scaling:

Please describe the reason for your scaling

How does the current situation impact on the child?

How does the parent / carer and child feel about your concerns, request for support?
What needs to change to make things better or safer for this child and family?
Has the child suffered any harm and how do you know
If yes, how often has this happened and what are the triggers?
Section H – What is working?
What is going well for this child and family?
What has already been done to address any concerns and how has this helped?
What resources / services are currently in place?
What additional assessments or chronologies can you submit to support your referral?

Section I – What needs to Change?

What would the family like to change?

What change do you think needs to happen?

Section J – Services Already Working with the Family

Role	Full Name	Telephone	Email Address	Address and Postcode

If the child is at urgent and significant risk of serious harm the Safeguarding Hub should be contacted by telephone and followed up in writing within 24 hours.

This form should be sent to one of the following Hubs dependent upon identified need

Early Help Locality Hubs

Bridlington: ehp.bridlington@eastriding.gov.uk

Beverley: ehp.beverley@eastriding.gov.uk

Goole: ehp.goole@eastriding.gov.uk

Anlaby: ehp.haltemprice@eastriding.gov.uk

Hedon: ehp.holderness@eastriding.gov.uk

Driffield: ehp.wolds@eastriding.gov.uk

(Send request form to the Hub nearest to where the child lives)

Safeguarding Children Hub

safeguardingchildrenshub@eastriding.gov.uk

30. Appendix 6 – Consulting Parents

Parent's permission, or the child's **where appropriate**, should be sought before discussing a referral about them with other agencies, unless permission-seeking may itself place a child at increased risk of significant harm.'

Paragraph 5.34 'Working Together to Safeguard Children'

1. *If possible any concerns about a child's welfare should be discussed with parents provided that this will not:*

- *Possibly place the child at increased risk*
- *Possibly place staff at risk*
- *Cause a delay in referring if contact cannot be made*

2. *If there are doubts or reservations about involving the parents the CPC should seek advice from the Family Support Team.*

NOTE: Always record your reasons for not discussing your concerns with parents.

3. *Even if parents refuse to give consent for information to be shared and you remain concerned about the safety of the child or young person, make the referral to SaPH or other relevant agencies if they are already involved. Record your reasons for dispensing with parental consent.*

31. Appendix 7 - Record Keeping

31.1 Importance

Accurate record keeping is an important part of safeguarding and child protection.

- It provides a consistent account of our involvement with children, young people and their families.
- Well-kept records should mean that families and individuals do not have to keep 'telling their story'
- Records can be reviewed at a later date if issues arise (e.g. a complaint, legal proceedings or a serious case review).
- Good record keeping protects:
 - The Child or Young person
 - Staff
 - The organisation

31.2 Organisation

Where used (such as from previous schools), paper files will be kept in the filing cabinet in the DDSL's office. This is kept locked. Paper files are scanned and securely stored on the Trust's Child Protection Online Management System (CPOMS). All new incidents are recorded on CPOMS.

Each child's CPOMS file contains (and can be transferred to a physical copy if required) a chronology which logs the following

- Record of Concern(s).
- Body Map sheets if appropriate.
- CP referral form.
- Meeting and Case Conference minutes.
- Copies of reports for meetings.
- Details of siblings.
- Details of Social workers / Family Support workers.
- Details of contact with Parents and other agencies.
- Any other relevant information.
- Clear evidence of actions taken in relation to each incident.

All incidents and actions are fully dated and logged against the recording member of staff.

31.3 When children transfer school.

If there have been child protection concerns, the file is reviewed and transferred separately from other school records and direct to the DSL in the receiving school.

Where possible, files will be transferred securely via CPOMS, once the student has enrolled at their new establishment.

If posted the sealed and indicated records should be placed within a plain addressed envelope. A record should be kept of the date of such transfer of sensitive files and of the person to whom they are transferred. It is recommended that the receiving school acknowledges receipt of records, and this acknowledgement recorded by the sending school.

If the destination school is unknown the records should be retained until the child is officially removed from the school role and then forwarded to the LA CPO.

When receiving children from other schools the school will contact the sending school, ascertain if there are CP concerns and request a copy of the CP file.

At transition, liaison arrangements should include specific transfer of Child Protection information as part of the formal transition arrangements.

32. Appendix 8 - Information for visitors, supply staff and volunteers

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Child Protection Policy and procedures in place.

All people in the school community have a responsibility to act on any concerns that they have about a child's wellbeing.

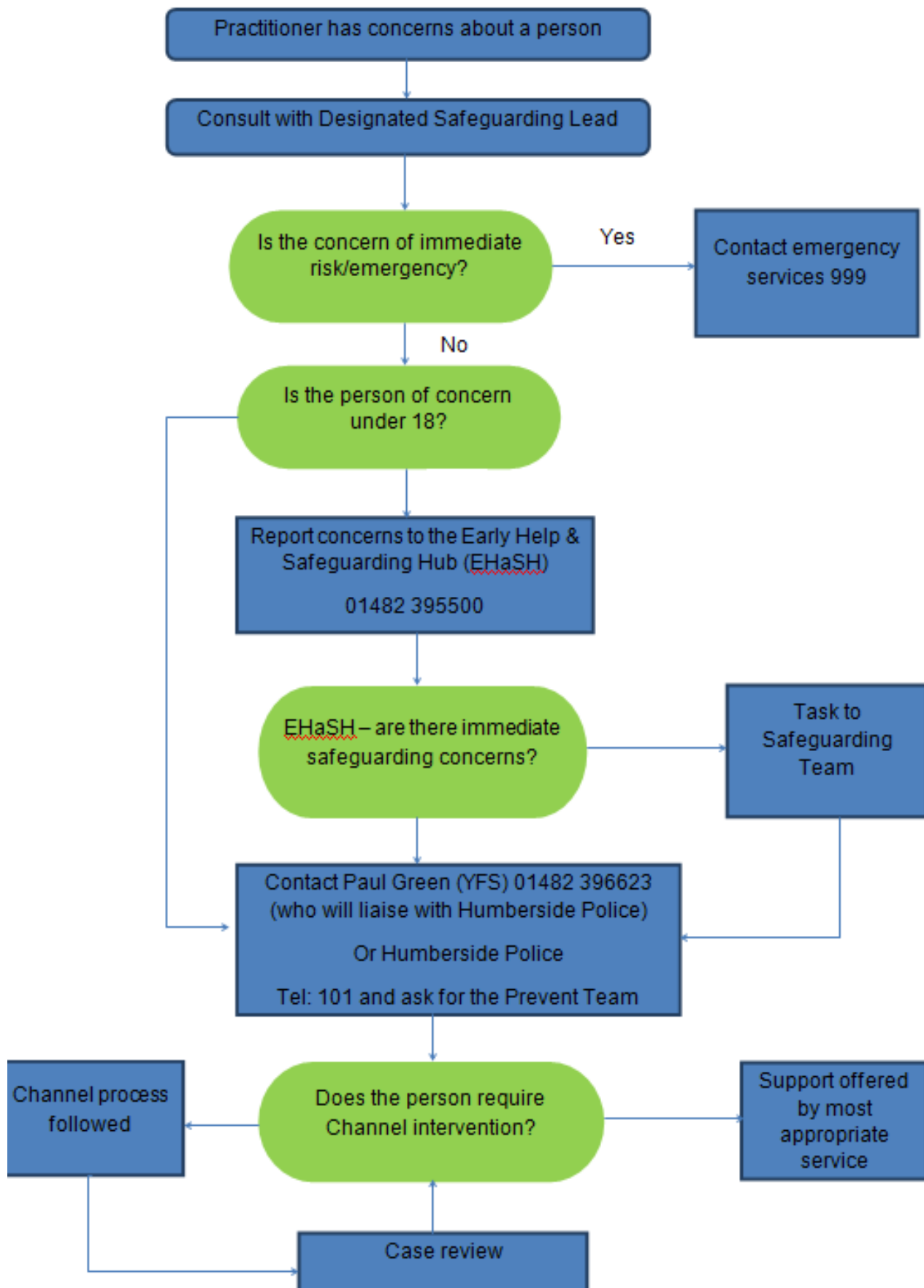
If you are concerned about a child's welfare, please record your concerns, and any observations or conversation heard, and report this as soon as possible the same day.

Concerns must be raised directly with the student's Head of House, Liz Monkman (DDSL) or Tom Sergeant (DSL) immediately, who will record on CPOMS.

Do NOT conduct your own investigation. Keep all concerns or information confidential.

33. Appendix 9 - Radicalisation concerns process

Action to take if you have concerns that a person has or is being radicalised into extremist behaviour



33.1 Contact Information

SPOC Youth and Family Support – 01482 396623

Humberside Police (non-emergency) – tel: 101

prevent@humberside.pnn.police.uk

National Counter Terrorism Hotline – 0800 789 321

The DfE has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly.

Concerns can also be raised by email to: counter.extremism@education.gsi.gov.uk

Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

www.educateagainsthate.com - A website for parents, teachers and school leaders giving practical advice on protecting children from extremism and radicalisation.

East Riding LA Prevent Referral form available on the Staff W:\ Drive.

34. Appendix 10 - Advice if there are concerns about the capacity of parent / carer collecting children

If the school has concerns that a parent, carer or person authorised to collect a child appears to be:

- Drunk.
- Under the influence of other drugs whether prescription or not.
- Behaving in an irrational, aggressive or concerning way.

Which suggests they are not able to offer safe care to the child or not fit to drive, the school should take appropriate steps to avoid releasing the children to the carer.

Whilst the school ultimately cannot legally refuse to withhold the child there is a safeguarding and moral responsibility to attempt to clarify the situation and take steps to protect the child as much as possible in such circumstances.

If there is clear evidence or a judgement taken in good faith by staff that if the parent takes charge of the child it will be at immediate risk of harm:

- Staff concerned will alert senior staff and keep the child separate if possible.
- Staff will talk to the adult and re-assess their ability to keep the child safe.
- Consider contacting other authorised carers.

If not appropriate or not available and there is a perceived risk we will explain to the adult that CSC and the police are being contacted for advice and ask s/he to be patient & calm. The child will be supervised elsewhere in school if possible.

If it is not possible to avoid the adult taking the child and there are concerns for their safety and that of staff and others 999 will be called and SaPH or CEDT notified.

35. Appendix 11 – Definition & Scope of Safeguarding

Definition of safeguarding *Inspecting Safeguarding in early years, education & skills settings* (Ofsted Sept 2019)

35.1 Definition of safeguarding

In relation to children and young people, safeguarding and promoting their welfare is defined in 'Working together to safeguard children' as:

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

There is a different legislative and policy base for responding to adults' safeguarding needs. The Care Act 2014 provides a legal framework for how local authorities and other parts of the health and care system should protect adults at risk of abuse or neglect. However, most of the principles and procedures that apply are the same as those for safeguarding children and young people.

Safeguarding action may be needed to protect children and learners from:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- peer-on-peer abuse, such as sexual violence and harassment
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- child criminal exploitation, including county lines
- serious violent crime
- risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'
- teenage relationship abuse
- upskirting (a criminal offence; see dictionary definition for explanation)
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic abuse
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting
- homelessness
- so-called honour-based violence
- other issues not listed here but that pose a risk to children, learners and vulnerable adults

Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- children's and learners' health and safety and well-being, including their mental health
- meeting the needs of children who have special educational needs and/or disabilities
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- educational visits
- intimate care and emotional well-being
- online safety, including issues associated with technology and a user's access to content, contact with others and behavioural issues
- appropriate arrangements to ensure children's and learners' security, taking into account the local context