	Section Applies	Other Information
Introduction		
Purpose:	√	
Aim(s):	√	
Wider Trust aims/ethos:	√	
Consultation:	√	
Sources and references:	√	DfE guidance and legislation
Principles/values:	√	
Procedures		
Definition:	√	
Equality Impact:	√	
Health and safety:	√	
Teaching:	√	
Organisation:	√	For Trust wide use.
Homework/parent partnership:	√	
Resources:	No	
Monitoring and evaluation:	√	
Policy Key Information	**Date**	**Other Information**
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Minimum Review date	1 year	

Hull Collaborative Academy Trust

Safeguarding

&

Child Protection Policy

Date issued: March 2019
Ratified by the Trust Board:
Review Date: March 2020

Other related academy policies that support this Child Protection policy include:- Anti-Bullying, Attendance, Behaviour, Confidentiality & Information Sharing, Induction, Online Safety, Looked After Children, Positive Handling Plan, PSHE, Recruitment & Selection of Staff/Volunteers, Single Equality, Staff Code of Conduct, Supporting Children with Medical Needs & Whistle Blowing

Child Protection and Safeguarding Children Policy

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1. Preface

Effective safeguarding arrangements in every local area should be underpinned by two key principles:

- safeguarding is everyone's responsibility: for services to be effective each professional and organisation should play their full part; and
- a child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.

2. Mission Statement:

Hull Collaborative Academy Trust (HCAT) is a dynamic learning community which welcomes all. We work in close partnership with parents and the wider community to nurture and support all our children to become healthy, independent, successful and caring citizens in a multicultural and fast-changing world.
Our community is a place of safety where firm boundaries guide and support; where care and respect build self-esteem and self-belief; and where high expectations create a gateway to lifelong learning, soaring aspirations and brighter futures.

This policy is in line with the guidelines and procedures from the Hull Safeguarding Children's Board (Accessible via: http://www.proceduresonline.com/hull/scb/).

Aims

- To create a safe and secure environment for children
- To respond promptly to suspicions of abuse by following appropriate procedures
- To help children acquire the skills and knowledge to protect themselves

Ethos

All children have the right to be safe. This is more likely to happen if the children themselves feel that they have this right. A caring environment in which the self-esteem of the individual is actively promoted by showing respect for his/her colour, gender, race, creed, background or ability is vital for achieving this. A child's sense of his/her own value will also be increased by providing an atmosphere in which independence, self-confidence, self-expression and assertiveness are encouraged. We base our dealing with all members of our community on Restorative Practices.

3. Statement of Intent

HCAT recognises that protecting and safeguarding children and young people is a shared responsibility and depends upon effective joint working between agencies and professionals that have different roles and expertise. Individual children and young people, especially some of the most vulnerable children and those at greatest risk of social exclusion, will need coordinated help from health, education and children's social care services. The voluntary sector and other agencies also have an important role in protecting and safeguarding children.

The Trust has a responsibility to protect and safeguard the welfare of children and young people they come into contact with. The need for guidelines and procedures is important to ensure that this is done with understanding and clarity.

The Academy Trust will aim to protect and safeguard children and young people by;

- Ensuring that all staff / volunteers are carefully selected, trained and supervised as per national guidance 'Keeping Children Safe in Education'.
- Having a Child Protection and Safeguarding Policy and Procedure and regularly reviewing and updating this, at least on an annual basis, in line with national and local policy developments
- Ensuring that all staff and volunteers are familiar with the Child Protection and Safeguarding Policy and Procedure as per the school's Induction Process for staff and volunteers. They are expected to read and sign that they have understood the policy and are directed to the Designated Safeguarding Lead (DSL) if they have any queries.
- Ensuring that staff / volunteers attend appropriate Local Safeguarding Children Board (LSCB) Child Protection Training. All staff will be trained and Safeguarding governors will be offered Level 1 Safeguarding training which will be delivered by the school's deputy head teacher.
- Ensuring that all schools have a designated Designated Safeguarding Lead and that all staff and volunteers are aware of the named people and process of reporting concerns to them. All staff are made aware of the DSL prior to their commencement at the school via staff handbook information they are given and an induction meeting takes place on the first day in school.
- Ensuring that the DSL attends training and keep their Safeguarding knowledge up-to-date by attending relevant training. New/up-to-date information will be disseminated to staff via staff meetings/briefings, e-bulletins and Senior Leadership Meetings (SLT).
- Assessing the risk that children and young people may encounter and taking steps to minimise and manage this by ensuring that staff/volunteers adhere to the Professional Code of Conduct and refer to the Child Protection and Safeguarding Policy and Procedure.
- Ensuring that the Child Protection and Safeguarding Policy and procedures are disseminated to parents. The Child Protection and Safeguarding Policy is on the school website – this is kept up-to-date. Parents will also be informed of any changes to the Policy via newsletter and via Parentmail, a hard copy of the Policy is also available on request.
- Letting parents, carers, children and young people know how to report concerns about a child, young person, staff member or volunteer or complain about anything that they are not happy about.
- Giving children, young people, parents and carers information about what the school does and what you can expect, via the school website, regular newsletters, Parentmail and school notice boards.

4. National and Local Guidance

This Child Protection and Safeguarding Policy and Procedure should be read in conjunction with the Local Safeguarding Children Board (LSCB) Guidelines and Procedures (accessible via: http://www.proceduresonline.com/hull/scb/).

Everyone who works with children - including teachers, GPs, nurses, midwives, health visitors, early years professionals, youth workers, police, Accident and Emergency staff, paediatricians, voluntary and community workers and social workers - has a responsibility for keeping them safe. (Working Together to Safeguard Children, 2018)

The following national guidance should also be referred to:

- Working Together to Safeguard Children (HM Government 2018)
- Keeping Children Safe in Education (HM Government 2018)
- The Children Act (1989)
- The Children Act (2004).
- Information Sharing: Guidance for practitioners and managers. HM Government (2018)
- What To Do If You're Worried A Child Is Being Abused (DfE:2015)
- Safe Working Practice for Adults who Work with Children (2015)
- Sexual violence and sexual harassment between children in schools and colleges (DfE: 2018)

4a. Signposting – School Specific Policies– please refer to the following related documents.

- Health & Safety Policy, Risk Assessments
- Medical Needs Policy
- Recruitment & Selection of Staff / Volunteers information
- Visitors to School Policy
- Volunteers Policy
- Complaints & Disciplinary Policy
- Professional Code of Conduct
- Inclusion Policy, Accessibility Plan and Disability Equality Scheme
- Staff Induction Policy including the Confidentiality Agreement and Acceptable Internet Use Policy
- Anti-bullying Policy
- E-safety Policy
- Behaviour policy
- Whistle Blowing policy

5. Safeguarding & Promoting Welfare & Child Protection

5.1 Safeguarding and promoting the welfare of children are defined as:

- protecting children from maltreatment.
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

5.2 Child Protection

Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Anyone who has not yet reached their 18th birthday- The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.

5.3 Early Help

Children and their families may experience a range of needs at different times in the lives. Therefore, important for children to receive the right help at the right time, to address risk and prevent issues escalating. At all HCAT schools we aim to identify where early interventions are needed to support families by closely monitoring children and highlighting any emerging issues. If necessary, and with appropriate consent, information is shared or meetings are convened with other professionals to support effective early help assessments.

5.4 Children in Need
A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled.

5.5 Significant Harm
Some children are in need because they are suffering, or likely to suffer, significant harm. The concept of significant harm is the threshold that justifies compulsory intervention in family life in the best interests of the child, and gives the Local Authority a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

6. Who Abuses Children?
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 for example, via the internet. They may be abused by an adult or adults or another child or children

7. What is Abuse and Neglect?
Abuse and neglect are forms of maltreatment of a child. Child refers to anyone under the age of 18. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

- PHYSICAL ABUSE:
  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 fabricates the symptoms of, or deliberately induces, illness in a child.

- EMOTIONAL ABUSE:
  Emotional abuse is the persistent emotional maltreatment 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 include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

- SEXUAL ABUSE:
  Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the

internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

- NEGLECT:
  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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:
  - provide adequate food, clothing and shelter (including exclusion from home or abandonment);
  - protect a child from physical and emotional harm or danger;
  - ensure adequate supervision (including the use of inadequate care-givers); or
  - ensure access to appropriate medical care or treatment.

  It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

This is not an exhaustive list and it must be recognised that it is not the role of staff / volunteers to make an assessment of whether children or young people have suffered harm. Staff / volunteers / Designated Safeguarding Lead do have a duty to report any concerns about harm in accordance with the Local Safeguarding Children Board, Guidelines and Procedures.

8. Recognition of harm
The harm or possible harm of a child may come to your attention in a number of possible ways;

a) Information given by the child, his/her friends, a family member or close associate.

b) The child's behaviour may become different from the usual, be significantly different from the behaviour of their peers, be bizarre or unusual or may involve 'acting out' a harmful situation in play.

c) An injury which arouses suspicion because;
   - It does not make sense when compared with the explanation given.
   - The explanations differ depending on who is giving them (*e.g.,* differing explanations from the parent / carer and child).
   - The child appears anxious and evasive when asked about the injury.

d) Suspicion being raised when a number of factors occur over time, for example, the child fails to progress and thrive in contrast to his/her peers.

e) Contact with individuals who pose a 'risk to children'. This can be someone who has been convicted of an offence listed in Schedule One of the Children and Young Person's Act 1933 (Sexual Offences Act 2003), or someone who has been identified as continuing to present a risk to children.

f) **Substance misuse** – the potential for a child to be harmed as a result of the excessive use of alcohol, illegal and controlled drugs, solvents or related substances may occur during a young person's life. The use of drugs or other substances by parents or carers does not in itself indicate child neglect or abuse, and there is no assumption that a child living in such circumstances will automatically be considered under the child protection procedures. It is important to assess how parental substance use impacts upon the children or young people in the family.

g) **Mental Health** – Mental illness in a parent or carer does not necessarily have an adverse effect on the child or young person but it is important to assess its implications for any children involved in the family. The adverse effects of parental mental illness on the child are less likely when parental problems are mild, last for a short period of time, are not associated with family disharmony, and where there is another parent or family member who can respond to the child's needs and offer protection. Where mental illness is accompanied by problem alcohol use, domestic violence or associated with poverty and social isolation, children are particularly vulnerable. The potential impact of a parental mental illness and the child's ability to cope with it is related to age, gender and individual personality.

h) **Domestic Abuse** –domestic abuse is 'any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality'. Domestic abuse affects both adults and children in the family. Children and young people can suffer directly and indirectly if they live in a household where there is domestic abuse. It is likely to have a damaging effect on the health and development of children.

<u>Operation Encompass</u>

Operation Encompass is a Police and Education early intervention safeguarding partnership, which supports children and young people exposed to domestic abuse. Working together to safeguard children, the Police will inform the academy's 'Key Adults' about any domestic abuse incident, where the child or young person has been present or exposed to domestic abuse. Information shared enables the academy to provide appropriate support through overt or silent intervention, dependent upon the needs and wishes of the child.

i) **Bullying** – This can be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (*e.g.,* hitting, kicking, theft), verbal (*e.g.,* racist or homophobic remarks, threats, name calling) and emotional (*e.g.,* isolating an individual from activities and social acceptance of their peer group). The damage inflicted by bullying (including bullying via the internet) can frequently be underestimated. Bullying can be through the use of electronic communication, *e.g.,* text or social network sites, and is commonly known as cyberbullying. Bullying can cause considerable distress, to the extent that it can affect health and development and at the extreme significant harm. All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies.

j) **Female Genital Mutilation -** This is against the law yet for some communities it is considered a religious act and cultural requirement. Therefore, if it is carried out either within the UK or arrangements are made for the child to go abroad, with the intention of having this procedure, the school have a duty to inform either the police or Children's Social Care. Similarly if staff become aware that this procedure has been carried out, following a direct disclosure for a young person, then there is a legal duty to inform the police, as soon as possible under the Serious Crime Act 2015.

k) Child Sexual Exploitation (CSE) - Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The

victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
The presence of any significant indicator for sexual exploitation should trigger a referral to Children's Social Care EHaSH.

Significant indicators:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- Entering and/or leaving a vehicle driven by an unknown adult
- Possessing unexplained amounts of money, expensive clothes, or other items
- Frequenting areas known for risky activities
- Being groomed or abused via the internet and mobile technology and,
- Having unexplained contact with hotels, taxi companies, and fast food outlets

Refer to HSCB guidance for practitioners

l) **Radicalisation and Extremist behaviour -** At HCAT we assist our children to become more resilient to the messages of violent extremists through creating an environment where all young people learn to understand others, value and appreciate diversity and develop skills to be able to debate. Through the balanced curriculum we offer we will help young people to learn and explore the values of different faiths in cultures. Where a member of staff has concerns regarding radicalism or extremist behaviour, they must inform the Designated Safeguarding Lead who will refer the concern to either EHaSH or Humberside Police.

m) Honour Based Abuse (HBA)

Honour Based Abuse is a crime or incident which may have been committed to protect or defend the honour of the family or community. If is often linked to family members or acquaintances who mistakenly believe someone has brought shame on their family or community by doing something that is not in keeping with the traditional beliefs or culture

HCAT schools take HBA crime very seriously and deal with cases sensitively and confidentially. To this end we work collaboratively with external agencies to keep children and young people safe from harm.

n) **Forced Marriages**

A forced marriage is a marriage in which one or both spouses do not (or, in the case of children and some adults at risk, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.

If concerns are brought to the attention of staff, they will be reported immediately to the appropriate authorities.

o) SEND

We are an inclusive school and recognise that SEND children have exactly the same human rights to be safe from abuse and harm as non-SEND children.

We actively try to remove any barriers to learning and participation that may disadvantage children. We acknowledge that children with SEND are especially vulnerable to all types of abuse and are statically more likely to be targeted due to difficulties they may face in communicating what is happening to them.

- Staff should fully explore any indicators of possible abuse, and not assume that behaviour, mood or injuries are related to their disability.

- Staff recognise that SEND pupils are more prone to peer group isolation.
- Staff understand SEND pupils may be more susceptible to all forms of bullying and are more likely to be targeted due to difficulties they can face in communicating what has happened to them.

Therefore, we make certian that SEND children are responded to carefully when they have, or show signs of concern, plus ensure they receive additional pastoral support.

We feel it is particularly important that all staff and volunteers are fully informed and adequately trained in order to protect vulnerable groups.

p) **Children Missing from Education (CME)**

Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At HCAT schools we encourage the full attendance of all our pupils.

Our school has clear procedures for managing unauthorised absences, which helps identify any possible emerging patterns of abuse or neglect, including all forms of exploitation.

Where we have concerns that a child is missing from education, we will follow the local authority protocols and refer to the Education Welfare Service, CME Officer who will make reasonable efforts to establish the child's whereabouts.

The child will not be removed from our school roll until notified by the CME officer that it is appropriate to do so.

(Ref: Attendance policy and Local Authority CME protocols)

q) <u>Peer on peer abuse – Allegations against other pupils which are safeguarding issues</u>

The Academy Trust believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Though our broad and balanced curriculum, we will educate pupils about keeping themselves safe, and how to build respectful relationships. However, occasionally, allegations may be made against pupils by others, which are of a safeguarding nature. Although research shows that girls are more likely to be victims of peer on peer abuse, staff should remain open minded and acknowledge that this form of abuse can affect any pupil within our academy.

Peer on peers abuse usually manifests as one, or a combination of the following:

- **Bullying**
  If a child is suffering or at risk of significant harm, a bullying incident should be addressed as a child protection concern. Bullying can take different forms, including physical, verbal, cyber, racist, religious, cultural and homophobic bullying.
- **Domestic Abuse**
  Teenage relationships abuse involves controlling, coercive, threatening behaviour and violence. It can be psychological, physical, sexual, financial and/or emotional in nature.
- **Child Sexual Exploitation (CSE)**
  Defined as an individual or group taking advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity.
- **Harmful sexual behaviour**

Involves a child engaging in discussions or acts that are inappropriate for their age or stage of development, whether online or offline. It includes sexualised language or role play, viewing pornography, sexual harassment and sexual violence. It also includes 'sexting'.

- **Sexual Harassment**
  This is unwanted conduct of a sexual nature, which can include sexual comments, sexual "jokes" or taunting, physical behaviour or online sexual harassment.
- **Sexual Violence**
  This includes rape, assault by penetration or sexual assault, as defined by the Sexual Offences Act 2003.

Reports of peer on peer abuse are likely to be complex and require difficult professional judgements to be made. However, if a pupil has been harmed, is in immediate danger, or is at risk of significant harm, basic safeguarding principle, as outlined in this policy, should be applied.

Procedures for managing allegations of sexual harassment

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviour and provide an environment that may led to sexual violence. These behaviours should never be tolerated, passed off as 'banter' or part of growing up.

- When a report of sexual harassment is made, a factual record should be made. It is important to take into account the wishes and feeling of the alleged victim.
- The Designated Safeguarding Lead should be made aware, and along with Senior Leaders, a decision made on most appropriate course of action, as per the academy's Anti-Bullying or Behaviour policy.
- Parents of all the children concerned will be contacted and informed of the nature of the incident.
- Pastoral support will be offered to all affected parties.
- Where cases are proven, appropriate sanctions, as outlined in the behaviour policy, will be applied.
- Decisions, reasons for decision, actions and outcomes should be accurately recorded and retained on CPOMS.

Procedures for managing allegations of sexual violence

- When an allegation is made, the Designated Safeguarding Lead should be informed immediately.
- A factual record must be made, but no attempts should be taken to investigate the circumstances, at this stage.
- If required, the Designated Safeguarding Lead will contact EHaSH, or in cases where an alleged criminal offence has been committed, Humberside Police. Advice will be sought on how to proceed and academy will follow the recommended actions. Advice should also be taken on notifying the alleged perpetrator and parents of both parties.
- The Designated Safeguarding Lead will make an accurate record of the concern, the discussions, recommendations and any outcomes. A copy of the record will be retained on CPOMS.
- Pastoral support will be offered to all affected parties.
- It may be appropriate to exclude the pupil being complained about for a period of time, according to our behaviour policy.

- Where EHaSH nor the police accept the complaint, a thorough internal investigation should take place into the matter.
- In situations where the school/academy/college considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative supervision plan. This plan should be monitored and a date set for a follow-up evaluation.

9. Managing Disclosures of Abuse

If a child discloses abuse it is important that, as far as possible, the following basic principles are adhered to;

- Listen to what the child has to say with an open mind.
- Do not ask probing or leading questions designed to get the child to reveal more.
- Never stop a child who is freely recalling significant events.
- Make note of the discussion, taking care to record the timing, setting and people present, as well as what was said.
- Do not ask children to write a statement.
- Never promise the child that what they have told you can be kept secret. Explain that you have responsibility to report what the child has said to someone else.
- **THE DESIGNATED SAFEGUARDING LEAD MUST BE INFORMED IMMEDIATELY.**

10. Records and Record Keeping

Records should be kept;

- When there are concerns about the welfare of child
- When there is suspicion of significant harm to a child

CPOMS is a software application for monitoring and management of safeguarding, child protection, behaviour, bullying, attendance, well-being and home issues.

CPOMS is a recording system which enables staff to record issues or concerns. This is an effective way of identifying any emerging patterns, which may require additional interventions. Every member of staff has a statutory responsibility to report any safeguarding concerns relating to pupils at our academy, which should be uploaded onto CPOMS.

11. The Role of the Child Protection Co-ordinator

Where there are concerns about the welfare of any child or young person all staff / volunteers have a duty to share those concerns with the designated Child Protection Co-ordinator.

The Designated Safeguarding Lead is responsible for:

- Monitoring and recording concerns about the well-being of a child or young person.
- Making referrals to the Local Authority Children's Services.
- Liaising with other agencies.
- Arranging training for staff / volunteers.

The Designated Safeguarding Lead, after receiving a referral, will act on behalf of the school in referring concerns or allegations of harm to Local Authority Children's Social Care (EHaSH) or the Police Protecting Vulnerable People Unit.

If the Designated Safeguarding Lead is in any doubt about making a referral it is important to note that advice can be sought from Local Authority Children's Social Care. The name of the child and family should be kept confidential at this stage and will be requested if the enquiry proceeds to a referral.

The Designated Safeguarding Lead may share limited information on a need to know basis amongst the staff / management but respecting the need for confidentiality.

It is not the role of the Designated Safeguarding Lead to undertake an investigation into the concerns or allegation of harm. It is the role of the Designated Safeguarding Lead to collate and clarify details of the concern or allegation and to provide this information to the Local Authority EHaSH Team, or Locality POD if Children's Social Care is already involved, whose duty it is to make enquiries in accordance with Section 47 of the Children Act 1989.

12. Seeking Consent for a Referral
Professional's should seek in general to discuss any concerns with the family (including the child where appropriate) and where possible seek their agreement to making referrals to the Local Authority EHaSH Team. This should only be done where such discussion and agreement seeking will not place the child at an increased risk of significant harm.

It should be noted that parents, carers or child may not agree to information being shared, but this should not prevent referrals where child protection concerns persist. The reasons for dispensing with consent from the parents, carer or child should be clearly recorded.

In cases where an allegation has been made against a family member living in the same household as the child and it is your view that discussing the matter with the parent would place the child at risk of harm, or where discussing it may place a member of staff / volunteer at risk, consent does not have to be sought prior to the referral being made.

If you are unsure about whether to seek parental consent prior to a referral being made then seek advice from the duty social worker at the relevant Locality POD.

13.Reporting Concerns or Allegations of Abuse

A member of staff or volunteer must report any concerns or allegation of harm immediately to the designated Designated Safeguarding Lead. In the absence of the Designated Safeguarding Lead the matter should be reported to the person identified as their deputy. In the event of neither of these individuals being available the matter should be reported through the line management. In the unlikely event of management not being available the matter should be reported directly to the appropriate Local Authority Child Care Team or Police Protecting Vulnerable People Unit.. In the case of it being out of hours the Immediate Help Team should be contacted (*See Contact details in Section 23*).

14. Making a Referral
Referrals of all children in need, including those where there are child protection concerns will be made to;

Hull - To Children's Social Care (448879) – EHaSH or Police Protecting Vulnerable People Unit

East Riding – By telephoning the Call Centre/Children's Social Care or Police Family Protection Team

Out of Hours – To the relevant Emergency Duty Team

All referrals made by telephone need to be followed up in writing within 48 hours.

The Designated Safeguarding Lead should make the referral as appropriate. The referrer should be prepared, where possible, to give the following information;

- The nature of your concerns / allegation.
- Whether the child will need immediate action to ensure their safety.

- Are the parents aware of the concerns? Has consent for the referral been sought? If not, the reasons for this?
- Factual information about the child and family, including other siblings.
- The nature of your involvement with the family.
- Other professionals involved with the family.
- The source of your referral, is it based on your own assessment of the needs of the child, a reported allegation or disclosure, or has the concern been reported to you by another person, if so who?
- Child's current whereabouts and when they were last seen
- If you consider the child suffering or at risk of suffering significant harm, who is the source of that harm and their current whereabouts?

15. Role of the Governing Body

Individual Governing Bodies are responisible for safeguarding and will ensure the school:

- Has a Child Protection and Safeguarding Policy and procedures in place which is in accordance with LA guidance and locally agreed inter-agency procedures and available to all school personnel and parents on request
- Operates safe recruitment procedures by making sure all appropriate checks are carried out on new staff, volunteers and parents who work with children
- Keeps and maintains a Single Central Record of all staff checks (including students on placement, and supply staff)
- Has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance issued by the DfE and Hull Safeguarding Children Board
- Has a member of the Governing Body with the responsibility for liaising with the LA and partner agencies in the event of an allegation of abuse being made against the Head
- The Governing Body will review all policies and procedures in relation to safeguarding on an annual basis.

16. Allegations against staff members / volunteers

Any member of staff or volunteer who has concerns about the behaviour or conduct of another individual working within the school will report the nature of the allegation or concern to the Headteacher immediately. The member of staff who has a concern or to whom an allegation or concern is reported should not question the child or investigate the matter further. The Headteacher will report the matter to the Local Authority Designated Officer (LADO).

In the case that the concern or allegation relates to the Headteacher, the Designated Safeguarding Lead or a member of the school leadership team will contact the Chair of Governors. The Chair of Governors will report the matter to the LADO.

In cases where there is an immediate risk to any child or young person, the information must be passed to Local Authority Children's Social Care or the Police, as soon as possible.

An allegation is defined as where it is alleged that a person who works with children has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

Responding to a complaint or an allegation

The person to whom an allegation or concern is reported should not question the child or investigate the matter further and should:

- Treat the matter seriously,
- Avoid asking leading questions and keep an open mind,
- Communicate with the child (if the complainant) in a way that is appropriate to the child's age, understanding and preferred language or communication style,
- Make a written record of the information using the words a child has said (ver batim)
  - Include full name of the complainant and who the allegation is against
  - When the alleged incident took place (time and date)
  - Who was present (witnesses)
  - What was said to have happened,
- Sign and print full name and include the time and date on the written record by all adults present during any investigation with the complainant
- Report the matter immediately to the Local Authority Designated Officer directly.

N.B. Children/young people must not be asked to produce or sign any statement. This could undermine any potential investigation.

HCAT schools adhere to the DfE guidance Keeping Children Safe in Education.

Education Act 2011 - Reporting Restrictions

Under the Education Act 2011, it is a criminal offence to publish material that may lead to the identification of the teacher who is subject to an allegation before they are charged. This legislation applies to all stakeholders and parents/carers, and includes any form of disclosure which is addressed to the public at large or any section of the public ie social networking sites, speaking to the press, playground or staff room gossip etc..

In cases where there is an immediate risk to any child or young person, the information must be passed to Local Authority Children's Social Care or the Police, as soon as possible.

17. Seeking Medical Attention

If a child has a physical injury and there are concerns about abuse;

- If Emergency medical attention is required then this should be sought immediately by phoning for an ambulance. You should then follow the procedures for referring a child protection concern to Local Authority Children's Social Care.

18. Staff & Volunteer Self Protection

Adherence to guidelines on self protection for staff and volunteers working with children and young people can avoid vulnerable situations where false allegations can be made. The following guidelines are not exhaustive, and the school's Professional Code of Conduct and Behaviour Policy should be adhered to:

- Avoid situations where a staff member or volunteer is on their own with a child.
- In the event of an injury to a child or adult, accidental or not, ensure that it is recorded and witnessed by another adult following the schools accident policy. Any recorded accidents will be entered onto the Accident Reporting spreadsheet on a weekly basis.

- Keep written records of any allegations a child makes against staff and volunteers and report in line with the Child Protection and Safeguarding Policy.
- If a child or young person touches a staff member or volunteer inappropriately record what happened immediately and inform the Designated Safeguarding Lead .

19. Code of Conduct

Staff / Volunteers / children should always;

- Take all allegations, suspicions or concerns about abuse that a young person makes seriously (including those made against staff) and report them through the procedures.
- Provide an opportunity and environment for children to talk to others about concerns they may have.
- Provide an environment that encourages children and adults to feel comfortable and confident in challenging attitudes and behaviours that may discriminate others.
- Risk assess situations and activities to ensure all potential dangers have been identified.
- Treat everyone with dignity and respect.

Staff / volunteers / children should not;

- Permit or accept abusive or discriminatory behaviour.
- Engage in inappropriate behaviour or contact both inside and outside of school.
- Use inappropriate or insulting language.
- Show favouritism to anyone.
- Undermine or criticise others.
- Give personal money.
- Use social networks for personal communication with children and young people for whom they are responsible.

Mobile phones and cameras:

Staff must not use mobile phones in rooms where children are present, including those where children are cared for. It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life using school equipment providing we have permission to do so from the parents. Staff must not, however, use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school.

20. Recruitment & Selection

It is important when recruiting paid staff and volunteers to adhere to The Trust's recruitment policy. This will ensure potential staff and volunteers are screened for their suitability to work with children and young people.

All HCAT schools adhere to the national guidance Keeping Children Safe in Education. We ensure that:

All paid staff and volunteers with unsupervised access to children and young people or sensitive information relating to children will be required to undertake an enhanced Disclosure and Barring Service (DBS) check and Children's Barred List check.

Staff and volunteers working directly with children or with access to sensitive information will be required to complete LSCB Child Protection Training. Their training will be reviewed in supervision.

All staff and volunteers will be required to read the Child Protection and Safeguarding Policy and sign to say they understand the policy. As the Child Protection and Safeguarding Policy is updated, the DSL brief staff on the changes.

All staff and volunteers to complete an application form, including details of previous employment, details of any conviction for criminal offences (including spent convictions under the Rehabilitation of Offenders Act 1974), agreement for a enhanced check, permission to contact two referees, including their current or most recent employer (which should be taken up).

The potential staff member or volunteer will be interviewed for their suitability for the post by the Head teacher.

Non teaching staff and volunteers will be subject to a probationary period 6 months during which they will be supervised and monthly meetings will take place with their manager / supervisor to identify any concerns, training and support needs

Staff and volunteers will have a period of induction where they will complete any induction training and access internal policies.

Childcare Disqualification Requirements 2009

The Trust adheres to the DfE guidance 'Keeping Children Safe' document, detailing the legal requirements for 'Childcare Disqualification' checks to be carried out on relevant staff and volunteers working with children. Staff are covered by this legislation if they are employed or engaged to provide early years childcare (this covers the age range from birth until 1 September following a child's fifth birthday i.e. up to and including reception year) or later years childcare (this covers children above reception age but who have not attained the age of 8) in nursery, primary or secondary school settings, or if they are directly concerned with the management of such childcare.

Disclosure and Barring Service

A person who is barred from working with children they will be breaking the law if they work or volunteer, or try to work or volunteer with those groups. If any school within the Trust knowingly employs someone who is barred to work with children they will also be breaking the law. If there is an incident where a member of staff or volunteer has to be dismissed because they have harmed a child, or would have been if they had not left, the school will notify the DBS.

21. Induction

When new staff join our Trust they will be informed of the safeguarding arrangements in place. They will be given a copy of the school's Child Protection and Safeguarding Policy, Keeping Children Safe in Education (Part 1 & Annex A) and are introduced to the Designated Safeuarding Lead.

Every new member of staff will have an induction pack that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality. The induction will also remind staff of their responsibility to safeguard all children at our school and the remit of the role of the Designated Safeguarding Lead . All

volunteers and temporary staff to our school will be provided with the same level of information in relation to safeguarding.

Whistle Blowing

Staff or volunteers must report to a senior member of staff any behaviour or practice by a colleague which gives cause for concern in relation to safeguarding the well-being of pupils. However, if staff do not feel comfortable using internal reporting systems this should not prevent a report being made. If this issue does occur then staff are advised to contact the NSPCC Whistle Blowing helpline tel: 0800 028 0285 or email: help@nspcc.org.uk

22. Training

The Designated Safeguarding Lead undertakes specific inter-agency training on appointment which enables them to work in partnership with other agencies, and gives them the knowledge and skills needed to fulfil their role. In order to maintain their knowledge and skills the DSL undertakes refresher training at two yearly intervals.

All staff have basic child protection training that equips them to recognise and respond to child welfare concerns. The school maintains a record of child protection training, which includes teaching and non teaching. Every staff member undertakes appropriate refresher training every three years.

Our Governing Body will also undertake appropriate training to ensure they are able to carry out their duties to safeguard pupils and staff at our school.

23. Contacts

Hull

Children's Social Care (Local Authority)	
Early Help & Safeguarding Hub (EHaSH)	(01482) 448879
Emergency Duty Team	(01482) 788080
Child Protection Administrator	(01482) 790933
Local Authority Designated Officer	(01482) 790933
Police Public Protection Unit	(01482) 307220
Hull Safeguarding Children Board	(01482) 379090

East Riding of Yorkshire

Children's Social Care (Local Authority)	
Call Centre	(01482) 395500
Children's Services	(01482) 396840
Emergency Duty Team	(01482) 880826
Child Protection Administrator	(01482) 396472
East Riding Safeguarding Children Board	(01482)396998/9
Local Authority Designated Officer	(01482) 396999
Police Family Protection Team	0845 6060222 ext 240