



THE CONSORTIUM
ACADEMY TRUST

Child Protection and Safeguarding Policy

The Consortium Academy Trust (TCAT)
An Exempt Charity Limited by Guarantee
Company Number 07665828

Status:	Live
Policy Owner (position)	CEO
Statutory / Recommended	Recommended
Date Adopted	22 October 2018
Review Period	Annual
Latest Review Date	24 February 2020 (COVID19 addendum April 2020)
Revision	4
Next Review Date	26 February 2021
Advisory Committee	Trust Board
Linked Documents and Policies	Whistleblowing Policy Safeguarding Report to Governors Staff Code of Conduct Inspecting Safeguarding in Early Years, Education and Skills Settings Working Together to Safeguard Children (2018) Keeping Children Safe in Education (2019)

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This policy has been based on the East Riding Safeguarding Children Board’s Strategic Child Protection and Safeguarding Policy and should be read in conjunction with the following policies and guidance documents:

- Whistle Blowing Policy
- Keeping Children Safe in Education Statutory Guidance
- Staff Code of Conduct
- Inspecting Safeguarding in Early Years, Education and Skills Settings - Ofsted
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education (2019)

For the purpose of this policy:

Staff refers to all paid adults, volunteers or students on placement, working in any capacity in the Trust or in activities organised by the Trust, which bring them into contact with learners.

DSL	Designated Safeguarding Lead
DDSL	Deputy DSL
DSG	Designated Safeguarding Governor
LADO	Local Authority Designated Officer
ERSCB	East Riding Safeguarding Children Board
HSCB	Hull Safeguarding Children Board
CST	Locality Children Safeguarding Team
EHaSH	Early Help and Safeguarding Hub
DBS	Disclosure and Barring Service (formally CRB)
KCSiE	Keeping Children Safe in Education Guidance
EWO/S	Education Welfare Officer/Service
YFS	Youth & Family Support
PET	Prevention & Education Team
GDPR	General Data Protection Regulation

Child Protection refers to the multi-agency arrangements to identify and protect children who are, or may be, at risk of Significant Harm.

Safeguarding refers to the protection, safety and promotion of the welfare of all learners including when in offsite provision or activities and using IT. This includes the building of resilience and awareness of risk through the formal and informal curriculum. See Ofsted definition and scope of Safeguarding (Appendix L).

Child refers to any learner under the age of 18.

Learners 18 or over refers to a concern about the welfare of a learners aged 18+, DSLs are advised to seek advice in the same way as for children e.g. EHaSH may sign post to Adult Services or refer to YFS. See also sec 22 in respect of staff / learner relationships.

Harmful sexual behaviour includes, but is not limited to, the following: using sexually explicit words and phrases, inappropriate touching, sexual violence or threats and full penetrative sex with other children or adults

Upskirting refers to the act of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks (with or without clothing). Despite the name, anyone (including both learners and teachers), and any gender, can be a victim of upskirting.

Designated people & advice contact list - for staff notice board display

ROLE / AGENCY	NAME	CONTACT DETAILS
Designated Safeguarding Lead/ CP Coordinator	Clare Neighbour	cneighbour@croxbyprimary.co.uk 01482 846171
CP Coordinator	Nichola Moore	nmoore@croxbyprimary.co.uk 01482 846171
Designated Safeguarding Governor	Chris Ayre	cayre@croxbyprimary.co.uk 01482 846171
Chair of Governors	Duncan Shaw	dshaw@croxbyprimary.co.uk 01482 846171
Looked After Children Designated Teacher	Clare Neighbour	cneighbour@croxbyprimary.co.uk 01482 846171
E Safety Coordinator	Lindsay Lindsay	llindsay@croxbyprimary.co.uk 01482 846171
Early Help & Safeguarding Hub (EHaSH)	CP initial referral Support & Advice: Urgent CP concerns Early intervention Signposting to appropriate services The Early Help Assessment (CAF) process	01482 395500 (East Riding) 01482 448879 (Hull) out of hrs 300304 childrens.socialcare@eastriding.gcsx.gov.uk
EHASH Out of Hours (formerly EDT)	Out of hours and weekend CP referrals & advice	01377 241273 childrens.socialcare@eastriding.gcsx.gov.uk Hull 01482 448879 option 4
Local ER Children Safeguarding Team		
ER Child Protection Officer & Local Authority Designated Officer (LADO)	Tony Marsh Referral of allegations against staff and volunteers General strategic and operational Safeguarding and CP advice	01482 392139 tony.marsh@eastriding.gcsx.gov.uk Room AF 56 County Hall, Beverley
ERSCB LADO	Lorraine Wilson	01482 396999 lorraine.wilson@eastriding.gcsx.gov.uk Room AF 56 County Hall, Beverley
HSCB LADO	Jacqueline Edhouse	01482 606112 / 790933
Family Information Service (FISH)	Early Help or COVID19 advice	fish@eastriding.gov.uk
Humberside Police	ER Protecting Vulnerable People Unit	01482-220809 / 220808 (County Hall, part of EHASH)
Humberside Police	Hate Crime/incident reporting	101101 https://www.reportingcrime.uk/HPhatecrime/
ER Safeguarding Children Board	General strategic and operational safeguarding and	01482 396999 erscb.enquires@eastriding.gov.uk
	Training	01482 396994 erscb.training@eastriding.gov.uk
Hull Safeguarding Children's Partnership	Statutory body bringing together key partners	Midmere Centre, Dorchester Rd, Hull, HU7 6BD 01482 379090 hscp@hullcc.gov.uk
Hull	Children's Social Care	01482-448879 EDT 01482-300304 01609-780780 EDT 01609-780780 01609-780780 EDT 01609-780780
North Yorkshire North Lincolnshire North East Lincolnshire		01724-297000 EDT 01724-297000 01472- 326292 EDT 01472-326292

1. Rationale

- Our community fully recognises our responsibility to safeguard and promote the welfare of all of our learners
- We believe that not only is this a moral and statutory responsibility but we know that children and young people 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 or young person is suffering or at risk of suffering harm
- We promote a culture of vigilance in our Trust

2. Related legislation and Guidance

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (KCSiE) (DFE Sept 2019) includes Safer Recruitment and Managing Allegations against Staff
- ER LA Safer Recruitment Guidance
- Equality Act (2010)
- Reasonable Force (DfE)
- Searching, Screening & Confiscation (DfE)
- Safer Working Practice for Adults who work with Children and Young People in Education Settings (Safer Recruitment Consortium)
- ERSCB / ERLA School Staff Code of Conduct
- Information sharing advice for practitioners providing safeguarding services to children (HM Government 2018)
- General Data Protection Regulation (EU 2016/679)
- Trust Whistle Blowing (Safeguarding) and Allegation procedures
- ERSCB – Guidance and Procedures
- Exclusion from maintained schools, Academies and PRU in England (DFE Sept 2017)
- The designated teacher for looked after and previously looked after children Feb 2018
- Sexual violence and sexual harassment between children in schools and colleges
- Disqualification under the Childcare Act 2006 statutory guidance for local authorities, maintained schools and academies and free schools DFE Aug 2018
- Inspecting safeguarding in early years, education and skills settings (Ofsted)
- The Prevent Duty 2015– advice for schools and childcare providers (DfE)
- Female Genital Mutilation: Multi-Agency Practice Guidelines (HM Government)
- What to do if you're worried a child is being abused (HM Government, 2015)

3. Other Safeguarding Related Policies

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

- Behaviour and Anti-Bullying Policy
- Special Educational Needs Policy
- Educational Visits Policy
- Health and Safety Policy
- Sex and Relationships Education Policy
- E-Safety Policy /ICT Agreement
- Whistle Blowing guidance
- Safer Recruitment
- Disciplinary Policy

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

4. The Policy

There are four main elements to the Child Protection and Safeguarding Policy:

- **Prevention** e.g. positive school atmosphere, support to learners, the SMSC and personal development elements in the formal and informal curriculum, safer recruitment procedures and Working Together to Safeguard Children (2018) by staff. Wider safeguarding policies and procedures in place to establish and maintain a safe and secure learning environment
- **Protection** by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection and other safeguarding concerns and that there are clear systems of internal information sharing and record keeping
- **Support** to all learners, staff and children /young people who may have been abused or are in other ways vulnerable
- **Collaboration** with children and young people, parents and other agencies to promote Safeguarding and Wellbeing for all of our children and young people.

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

During the period of COVID- 19 all staff and governors within our Trust will still administer the four main elements of this policy. Academies will monitor vulnerable children by liaising with parents/carers, social care teams and other multi agencies to endeavour that support is in place.

Please see the addendum for actions taken during the COVID– 19 outbreak.

5. Trust commitment

The Trust adopts an open and accepting attitude towards children and young people as part of its responsibility for wellbeing care. Staff strive to ensure that children and young people and their 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. Learners' worries and fears will be taken seriously and children and young people are encouraged to seek help from, or confide in, members of staff.

Our Trust will, therefore:

- establish and maintain an ethos where learners feel secure and are encouraged to talk, and are listened to
- ensure that learners know that there are adults whom they can approach if they are worried or are in difficulty
- include in the curriculum activities and opportunities which equip children and young people with the skills 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 child on child abuse and sexual harassment, hate incidents and online bullying and abusive behaviour are dealt with at the appropriate level and in line with national and local guidance and not dismissed as immature behaviour or banter
- ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies
- ensure that staff have an understanding of when to make referrals to the DSL when there are indicators or concerns of possible neglect, sexual, physical or emotional harm and indicators of possible Child Sexual Exploitation, Female Genital Mutilation, Radicalisation, attendance concerns and Forced Marriage and that they have access to additional advice and support
- operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children and young people
- ensure that staff are aware of how and when to act on concerns that they have and work in a safe and appropriate manner at all times. They are aware that they are in a position of trust and what the

implications are of that for their working practice and out of school conduct and that their conduct towards learners 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

6. 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 learners should never be discussed elsewhere, unless in confidential meetings organised for that purpose. This includes the passing of written information or verbal discussion in any media including any 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 Trust into disrepute and, under GDPR legislation, potential fines.

7. Roles and responsibilities and Early Help

All staff have received and have confirmed their understanding in writing about the current:

- Keeping Children Safe in Education (KCSiE 2019) Part One and Annex A
- Code of Conduct and Safe Working Practices Document
- Child Protection Procedures

All staff have access to the current:

- Keeping Children Safe in Education full guidance
- Child Protection & Safeguarding Policy
- What to do if you are worried a child is being abused
- Whistle Blowing Policy

7.1 All adults working with or on behalf of children or young people have a professional, moral and legal responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse, neglect, exploitation and violent extremist radicalisation and to record and report concerns to staff identified with child protection responsibilities immediately

7.2 Early Help

All staff are particularly alert to the potential need for Early Help for children at risk as in 7.1 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

7.3 This responsibility is outlined in KCSiE which refers to the following:

- Sec 175 and 157 Education Act 2002

- Working Together to Safeguard Children 2018
- Teacher Standards 2012
- The Prevent Duty Guidance 2015
- Serious Crime Act 2015 (FGM & ‘Honour’ violence)

7.4 The Academy DSL/ Deputy DSL

The DSL or Dep DSL will be available on site when the academy 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
- understand and keep up to date with local safeguarding arrangements
- liaising with the LA and other agencies including the involvement in Early Help Assessments and plans
- obtaining, maintaining and transferring CP records for individual learners 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 learners and taking account of their wishes and feelings and supporting measures and plans put in place to support or protect them

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 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.

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

7.5 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.

7.6 The Local 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 Local Governing Board meeting, and any relevant reports on the working of the Child Protection and Safeguarding policy are reported to governors in this way.

The Trust Board delegates responsibility for monitoring data to the Local Governing Board of each phase and fully recognises its accountabilities with regard to Child Protection and to safeguarding and promoting the welfare of children as outlined in Section 2 of KCSiE.

The Governors will:

- designate a Governor for Safeguarding who will monitor the effectiveness of the Trust Child Protection and Safeguarding Policy within each academy, training and procedures and report any issues to the full Governing Board.
- ensure a written report is presented to each Local Governing Body meeting on the Child Protection/safeguarding work of the relevant phase and that the previous school year annual report is presented to the Autumn Term meeting
- remedy any identified weaknesses in the policy or application of the policy immediately
- ensure all Governors complete ERSCB online Child Protection training
- make opportunities available for Governors to complete ERSCB/Learning Link:
 - Safer Recruitment training
 - Governor’s Safeguarding Roles and Responsibilities training

The Governor with responsibility for Child Protection acts as a ‘Champion’ for Child Protection and liaises with the Headteacher and each Academy’s DSL in order to report to and update and advise the full Board on the strategic and operational aspects of safeguarding.

Governors will not normally have access to details of individual Child Protection cases and understand the requirement for confidentiality.

8 Records and monitoring

- It is essential to keep detailed, accurate and accessible records in order to protect children and young people effectively. All staff are made aware of the need to record and report concerns about a child or children. At all times information sharing guidance and GDPR (2018) will be followed
- All concerns including a body map should be recorded on CPOMS. Where CPOMS is not available, staff should record such concerns or disclosures on a ‘Record of Concern’ sheet (Appendix B) and a Body Map (Appendix C)
- 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 or appropriate Senior Leader
- Each individual child or young person’s file of concern or official documentation will contain a ‘Chronology Sheet’ (Appendix D), which will detail and reference any concerns, contact with parents and other agencies, information shared, case conferences and other meetings or events. The file will also contain all other relevant information, but be separate from the child’s/young person’s other school records. This may be produced by CPOMS reporting.
- Separate child/young person or if appropriate, family CP files are stored in a locked and secure location in the **Leadership Office or secure Safeguarding Folder on the network**. Only the DSL’s (including Deputies and Safeguarding Manager) and Headteachers have access to these files
- 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
- Only factual verified information is recorded as such. Information ‘reported’ by outside individuals is clearly indicated
- Parents may request to read their child’s file under the Data Subject Access Request under GDPR. DSLs will seek advice from the LADO if such a request is made in order to ensure that only appropriate information is disclosed depending on the circumstances and any ‘third party’ information that will need to be redacted
- The DSLs will decide what information needs to be shared, with whom and when, on a case by case basis. Confidentiality is essential but staff working with children/young people can only provide effective support and monitor concerns if they are made aware that there are concerns or at the least that individual children/young people are being monitored
- Child protection records are reviewed each term to check whether any action, advice or updating is necessary to maintain effectiveness

8.1 Transferring and retaining records

- Records are transferred to receiving schools when children transfer at normal phase transition and at any other time, including to FE or other settings before the age of 18. Information will only be shared when confirmation has been received that the child/young person has transferred not necessarily on request of the receiving establishment in line with Data Protection guidance.
- Copies of records will be made if siblings attend the academy and the records are relevant to them.
- When children transfer schools at normal phase transition, Child Protection and other safeguarding concerns will be discussed between DSLs and the appropriate support staff or DSL at the receiving school.
- If the receiving institution is CPOMS enabled all records will be sent via secure online delivery. Where this is not possible, records are sent or if possible handed to the receiving school separately from other records and marked ‘Private & Confidential for the attention of the DSL’.
- If sending by post records will be sealed in an envelope and marked as above and sealed in an addressed envelope before sending by recorded delivery.

- If there are concerns about children changing schools at other times the DSL will contact the receiving school to alert the DSL of the concerns and records in transit.
- Written receipt of records will be obtained from the receiving school.
- When admitting children/young people 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/children/young person.
- The current early years, education or skills setting 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 learner.

9

Concerns

9.1 Recognising Concerns

Staff are particularly well placed to observe, and should be alert to, outward signs of abuse or risk taking behaviour, changes in behaviour or poor or irregular attendance.

The DSLs and Safeguarding Governor ensure that all staff have received KCSiE Part One and Annex A and have access to the full guidance and ‘*What to do if you are worried a child is being abused*’, which contain detailed information about forms of abuse and related issues.

9.2 Sexual, Physical, Emotional Abuse & Neglect

All staff are aware of the indicators of such abuse and how to respond to disclosures and other concerns.

9.3 Child Sexual Exploitation (CSE)

Staff are made aware of the possible indicators of CSE and the need to refer these concerns to the DSL’s. These will be referred to the EHASH in order that the LA CSE Response Team can consider this information.

9.4 Child Criminal Exploitation – 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 may be targeted.

We are aware that this is based on violent coercion or other threats to the young people and that learners 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.

9.5 Female Genital Mutilation (FGM) and Forced Marriage

Staff are reminded of the need to be aware of the possibility of such abuse at Primary and Secondary school age and to be alert to any indicators that they should pass on to the DSLs immediately. The DSLs will seek advice from the EHASH before discussing such concerns with parents. All staff are aware of the legal requirement to report concerns about possible FGM abuse. FGM is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.

FGM is considered a form of abuse in the UK and is illegal.

All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care and/or the police.

Teaching staff are legally required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

NB. The above does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

There are a range of potential indicators that a learner may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the learner.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the learner may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that may show a heightened risk of FGM include the following:

- The socio-economic position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from PSHE

Indicators that may show FGM could take place soon include the following:

- When a female family elder is visiting from a country of origin
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent

Staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

Indicators that FGM may have already taken place include the following:

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from school followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear

Teachers will not examine learners, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate.

FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

All forms of HBV are forms of abuse and will be treated and escalated as such.

Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will consult with the DSL who will activate local safeguarding ***procedures if concerns arise.***

9.6 Possible Violent Extremist Radicalisation

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

In line with ERSCB, HSCB, ERLA and Humberside Police arrangements, advice will be sought by contacting the EHaSH which includes Humberside Police Decision makers (Appendix G).

If there is an immediate concern of risk or emergency we will call 999.

Following an assessment of the levels of risk appropriate levels of training will be given to DSL's, Senior Leaders and other staff.

The PSHE (LIFE)/SMSC 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 (LIFE) /SMSC activities within the academy.

9.7 Children Missing from or Missing Out on Education (CME & CMOE)

- The academy will only remove children/young people from the register if the statutory grounds for doing so are met and will inform the Local Authority of the intention to do so. In the case of CME the academy will make all reasonable efforts to locate the child/ren as required by the guidance
- The academy will inform the LA Education Welfare Service (EWS) if any learner fails to attend without permission for a continuous period of 10 days (20 sessions) or more and will refer children whose attendance has fallen below the agreed level to the EWS.
We will endeavour to obtain and maintain at least 2 emergency contact phone numbers for each learner and make all reasonable efforts to ensure that parents are reminded to update the academy on number or contact changes. Parents who have not provided 2 contact numbers or updated the academy will be contacted and asked to provide the contacts. All such attempts to obtain this information will be recorded.

10. 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 A)
- Staff do not need ‘proof’ of abuse and should not ‘investigate’ concerns
- This information must be recorded on the ‘Record of Concern Form’ (Appendix B)
- Concerns relating to marks or injuries must also be recorded on a ‘Body Map’ which should be attached to the ‘Record of Concern Form’ (Appendix C)
- 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 a ‘Child Protection Quick Reference Guide’, 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/young people 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/young person 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 (see Section 20) and that any such failures will be regarded as potential disciplinary matters.

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

10.1 Further action – seeking advice

The DSL’s will decide, taking advice from EHaSH or Children Safeguarding Teams if needed, which of the following actions is appropriate:

- If it is considered that a learner may have suffered or may be at risk of suffering significant harm, or that the concern might constitute a criminal offence, an immediate contact to EHaSH will be made before discussing the matter with parents or carers. This will be done **as soon as the information or concern emerges** to ensure that the Children Safeguarding Team and in some

- cases the police are able to respond within the school day
- If the child is already 'Open' to a Social Worker an initial contact will be made with that Social Worker or if unavailable, the 'Duty' team member
 - If after consultation with EHaSH an Early Help Assessment is agreed to be appropriate and that the academy is best placed to initiate this assessment, consent must be obtained from parents or carers and if appropriate the learner. Advice about the EHA process is available from EHaSH
 - After consultation with EHaSH the DSL may advise that the situation will be monitored and inform the appropriate staff
 - In all cases records of discussions with EHaSH and other professionals will be recorded in the learner's file

10.2 Escalating concerns about individual cases

If the DSL feels that advice or action after discussion with EHaSH or the Children Safeguarding Teams is inappropriate, that the learner'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 in the learner's chronology.

The DSL will keep a record of all information 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 referrer as soon as possible on a 'Need to know' and 'Case by case' basis. If the member of staff feels that that the actions taken are inappropriate, ineffective or that the situation of concern is continuing they should raise concerns with the DSL or Senior Leader 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 EHaSH, the allocated Social Worker or the LADO themselves.

10.3 Informing Parents/Carers

In all cases before parents or carers are informed the DSL should contact EHaSH and be advised as to who should inform parents and when.

In certain circumstances parents should **not** be informed particularly where there are concerns about physical or sexual abuse involving family members. These include situations when:

- Informing parents/carers might place the child/young person at increased risk
- A disclosure by a child/young person about sexual or physical abuse involves a parent or other family member
- 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 may be caused in referring if contact cannot be made to parents

10.4 Child Protection (CP) Referrals

If the academy makes a CP referral the East Riding / Hull Safeguarding Children Board Procedure will be followed by the DSL.

After a telephone contact to the EHaSH, the DSL will email a written 'Confirmation of Referral' (Appendix I) as soon as possible - **ideally immediately after initial telephone referral** and at the latest within 24 hours. This information will be made available to the Children Safeguarding Team Manager by EHaSH.

10.5 Feedback

Within 24 hours of receiving the referral from EHaSH the Children Safeguarding Team in whose area

the child/young person lives should report back to the academy and indicate their decision on future action.

If no response is received within 24 hours, or sooner in urgent cases (where for example the academy need to be updated before the end of school), the DSL should contact the Children Safeguarding Team Manager. If this fails to get a response the DSL should contact EHASH for advice.

11 Vulnerable Children & Children with SEND or disabilities

- Children/young people 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 or abuse. 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/young people will be made appropriately aware of the child's/young person's needs and circumstances in order to maximise the effectiveness of support
- Staff are reminded that **Children with SEN, disabilities, communication or behaviour** problems are at greater risk of abuse, neglect and bullying than other children/young people. 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 SEND 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 supporting Looked After Children will liaise with the DSL and staff involved with Looked After Children to support the child/young person and ensure that the needs identified in the child's/young person's Personal Education Plan are supported by staff involved with the child/young person
- Safeguarding implications will be considered when individual support plans are reviewed in the case of children/young people 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 Children Safeguarding Team, is missing from the academy without a verified valid reason the DSL will contact the assigned social worker or Children Safeguarding Team duty desk if unavailable
- If a child/young person that the academy has concerns about, is missing the academy will consider contacting EHASH, the EWS and/or the police depending on the circumstances
- **Peer on Peer abuse, sexual violence and harassment**
It is important for all staff to be aware that children/young people are capable of abusing their peers and that any allegations, disclosures or concerns about such behaviour are treated as potential abuse and referred to the DSL. This includes incidents or behaviours that may have occurred outside of the academy that staff become aware of.

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

It is important that staff do not regard behaviour such as learners suffering sexual touching as 'part of growing up' or verbal abuse or harassment as 'banter' and are aware of the guidance in KCSiE 2019 Annex A and Part 5.

The DSL and other senior and pastoral staff are aware of and will be guided by: 'Sexual violence & sexual harassment between children in schools & colleges DfE 2018' and EHASH advice.

If there is a concern that the level of possible abuse would 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 YFS or a Children's Centre, the DSL will refer the matter to EHASH for advice.

If the behaviour does not reach a threshold for referral to EHASH or advice from EHASH is that the behaviour should be dealt with by appropriate action within the academy this will be taken under the Behaviour Policy.

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

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

If allegations of such abuse are investigated by Police or Social Care the academy will take advice from these agencies as to internal investigation and supervision of the learners involved. The academy will make every effort to ensure that during such investigations all learners 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 staff do not make an assumption of 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 in throughout the process.

In circumstances where a learner 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 learner's parents/carers.

12 Joint working with other agencies and Early Help

The Trust recognises that inter-agency working is essential if children/young people 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/young people. Each academy is aware of and will follow the local safeguarding arrangements. The Trust is committed to initiating and supporting inter-agency work such as:

- Early Help Assessments and Team around the family meetings
- CP Case Conferences, core groups and other multi-agency meetings
- Joint working with EWS
- Youth & Family Support Service, Prevention in Education Team & Children Centre intervention
- Health & CAMHS intervention & assessment

13 Case Conferences and Core Group Meetings

- The DSL's / Headteacher will ensure that the appropriate member(s) of staff attend Initial and 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/young person
- Reports will be discussed, if possible, with parents before forwarding to the Case Conference Chair three days before an Initial and five days before a Review Conference unless the advice by the Chair or other professionals is that this should not be the case
- Feedback following Conferences and meetings will be given to staff under the 'Need to know' principle on a case-by-case basis

14 Information sharing

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

The DSLs/ Headteacher will ensure that the sharing of information is in line with the GDPR and following principles as outlined in: '*Information sharing advice for practitioners providing safeguarding services to children 2018*' that it is:

- Necessary, proportionate, relevant, adequate, accurate, timely and secure
- Information shared is necessary for the purpose for which it is shared
- It is shared only with those individuals who need to have it
- It is accurate and up-to-date
- It is shared in a timely fashion

- It is shared securely

15 Children's Concerns

The Trust 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 our learners and ensure that they are aware that they can seek help and support.

- Children and young people will be made aware of the opportunities available to them to seek advice and support within the formal and informal curriculum (Appendix E)
- Safe academy procedures including Child Protection matters will be discussed by the School Council and through surveys etc. to gather children's opinions about the support systems in place

16 Serious Violence

- Through training, all staff will be made aware of the indicators which may signal a learner is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:
 - Increased absence from school
 - A change in friendships
 - New relationships with older individuals or groups
 - A significant decline in academic performance
 - Signs of self-harm
 - A significant change in wellbeing
 - Signs of assault
 - Unexplained injuries
 - Unexplained gifts or new possessions
- Staff will be made aware of some of the most significant risk factors that could increase a learner's vulnerability to becoming involved in serious violent crime. These risk factors include, but are not limited to, the following:
 - A history of committing offences
 - Substance abuse
 - Anti-social behaviour
 - Truancy
 - Peers involved in crime and/or anti-social behaviour
- Staff members who suspect a learner may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL

17 Vetting, Recruitment and selection of staff

- The Trust complies fully with Statutory Guidance 'Keeping Children Safe in Education Part 3 Safer Recruitment' and the ERLA safer recruitment (or other HR provider) supporting guidance
- The Trust ensures that DBS checks on all staff, Governors and volunteers who are engaged in Regulated Activity are carried out as required by the Statutory Guidance
- The Trust will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.
- Any staff or volunteers not in regulated activity are continually supervised by staff
- A Single Central Register for all staff, visiting staff, volunteers and governors is maintained
- The Head Teacher/Operations Manager/HR Advisor and at least one Governor complete the appropriate safer recruitment training which is updated every five years. All appointment panels will have at least one member who has completed this training in the last five years
- All staff are covered by the: **Disqualification under the 'Childcare Act 2006 statutory guidance for local authorities, maintained schools, academies and free schools Aug 2018'** requirements and staff are aware of their responsibilities to disclose any possible matters that need to be considered under this act. If such disclosures are made, the Head Teacher will seek advice from the Trust HR who will liaise with the LADO.

18 Induction

When new staff start within the Trust they are briefed on the Child Protection and Safe Working procedures and given time to read and discuss the following:

- Keeping Children Safe in Education (Part 1)
- Working Together to Safeguard Children 2018
- The Child Protection and Safeguarding Policy

Please see the Induction of New Staff Policy for further details.

Other short term or visiting staff and volunteers are made aware of the Child Protection reporting procedures within the Trust.

19 Staff Safeguarding Training and Awareness

All staff have received and have signed to say they have read and understood the following documents/guidance:

- Keeping Children Safe in Education (2019) Part One and Annex A
- Working Together to Safeguard Children 2018
- The Child Protection and Safeguarding Policy

and have access to the current:

- Keeping Children Safe in Education full guidance
- Child Protection and Safeguarding Policy
- What to do if you are worried a child is being abused
- Whistle Blowing Policy
- 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 throughout the school year
- All staff and DSG complete the ERSCB online training 'Safeguarding in Education'
- Other Governors complete the ERSCB 'Awareness of Child Abuse & Neglect' module
- All Staff will complete ERSCB refresher training every 3 years thereafter
- The Workshop to Raise Awareness of PREVENT (WRAP) will be delivered to the appropriate staff following an appropriate risk assessment which will be regularly reviewed

DSL training

The DSLs & Deputy DSLs will complete the following ERSCB training as a minimum. This training will be enhanced by other ERSCB training on topics relevant to the academy's specific needs.

- Annual ERSCB/ LA School DSL dedicated update and refresher training
- In school training, support & audit
- Safeguarding in Education (Online)
- Working Together to Safeguard Children
- Child Protection Case Conferences and Core Groups (2 days)
- Workshop to Raise Awareness of Prevent
- Early Help Assessments
- FGM online training (included in Level 1 Safeguarding)
- Threshold of Need & Intervention

20 Reasonable Force / Physical Intervention

- Staff will ensure that the Trust policy on physical intervention is followed
- All incidents requiring such action will be logged with the Head Teacher or appropriate Senior Leader, and parents informed on the same day
- Incident Reports by all staff involved 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/young people or adults after a full range of appropriate de-escalation strategies have been used or in the event of serious situations where this is not possible
- 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 incidents and the learner's views on the incident sought
- Support will be offered to staff involved and incidents will be reviewed by senior staff not involved directly

21 Online Safety & Acceptable Use policies

The Trust's ICT Acceptable Use Policy explains how we try to keep learners safe 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 LA Schools IT service through an annual Service Level Agreement but we are fully aware that these filters are not infallible and staff are aware that effective monitoring 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 and we take our responsibility to teaching children to manage their online safety in a technological world seriously.

22 Upskirting

- Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing, or enabling another person to observe, the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose.
- A "specified purpose" is namely:
Obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim's genitals, buttocks or underwear).
To humiliate, distress or alarm the victim.
- "Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion activated camera.
- Upskirting will not be tolerated.
- Any incidents of upskirting will be reported to the DSL who will then decide on the next steps to take, which may include police involvement.

23 Safe and 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 Working Together to Safeguard Children 2018 document and related policies
- If at any time staff are concerned that an action or comment made may be misinterpreted or that a child/young person behaves or makes a comment in a way that causes concern in this respect, they should log their concerns immediately with the appropriate senior leader and seek advice
- That failure to adhere to the Safe Working Practices Document / Code of Conduct and Teacher Standards 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 learners must remain beyond reasonable reproach
- That any sexual 'relationship' consensual or otherwise with learners up to 18 would constitute a criminal offence. Any such behaviour with learners 18 or over would be regarded as a serious disciplinary matter

24 Allegations against staff and Whistle Blowing

- All staff have access to;
 - The Trust Whistle Blowing Policy
 - Statutory Guidance – Allegations of Abuse made against teachers & other staff (Section 4 KCSiE)
 - Contact details of the Chair of Governors and LADO
- 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 may 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 Leader or the LADO immediately. **It is unacceptable for any member of staff not to refer such concerns**
- The Headteacher (or other in 5) will, on the same day, contact the LADO and follow the statutory guidance Keeping Children Safe in Education 2019 Section 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/young person and at the same time supports the person who is subject to the allegation**
- If the member of staff feels that that the actions taken are inappropriate, ineffective or that the situation of concern is continuing they should raise concerns with the Headteacher (or other in 5) 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

25 Extended School and Offsite Provision and Educational/Residential Visits

Where extended school activities are provided and managed by the Trust, our own Child Protection and Safeguarding Policy will apply.

When learners 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 learners that remain on the school roll is monitored in the same way as other learners.

If vulnerable learners or learners that may present a level of risk to themselves or others are allocated alternative or other off site provision the staff 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.

26 Volunteers

The Trust will obtain an enhanced DBS certificate for any volunteer not involved in regulated activity as outlined in Part 3 of Keeping Children Safe in Education 2019, para 160-62.

27 Site Security, Visitors, Supply and Agency Staff and Contractors

Visitors to the Trust sites, including contractors and volunteers, are asked to sign in and are given a badge to confirm that they have permission to be on site. In addition, they will be asked to read a brief summary of the Safeguarding principles on site.

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

The site Operations Manager will always check the identity of contractors and their staff on arrival at the academy by inspecting photo ID.

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.

The Trust will follow KCSiE Statutory Guidance and ER / Hull Recruitment Team advice in such cases. If supply staff are engaged directly by the academy, the appropriate checks must be carried out.

The Single Central Register 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 Trust site or parts of it will be checked as far as possible for suitability including possible extremist activities and recruitment.

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.'

28 Parents

- We believe that our Child Protection and Safeguarding 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 Assessment and intervention by Children's Centres and Youth and Family 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. (Appendix F and Section 9.2 above)
- Parents are also made aware that this policy is available via the Trust website or from each academy. The name and contact details of each academy 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 DSLs or Headteacher.

29 Policy Review

This policy will be reviewed annually in consultation with relevant stakeholders and the LADO.

APPENDIX A

Child Protection Guidance

Responding to Concerns - Disclosures

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

The use of 'TED' questioning may be appropriate:

Tell me what happened

Explain what you mean

Describe how it made you feel

Or other open ended type questions, E.g.:

What happened?

Where were you?

When did this happen?

Who was there?

How did it make you feel?

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

Make a written note on a 'Record of Concern sheet':

- What is said
- What, if any questions you asked and the responses
- 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 (App C)
- Pass the information to the DSL immediately

APPENDIX B

Child Protection Record of Concern or Disclosure

Complete and pass to one of the academy’s Child Protection Coordinators as soon as possible on the same day.

Learners Name:	Class	Year:
	DoB:	
Concern identified by:	Date:	Time:
Nature of Concern / details of disclosure / other relevant information <u>Use Body Map (Appendix C) if appropriate</u>		
Continue on reverse if needed		
Passed to:	Received by:	Date:
Action taken by DSL (or person receiving this form)		
This form to be filed in learner’s Child Protection file and noted on Child Protection chronology		

APPENDIX C

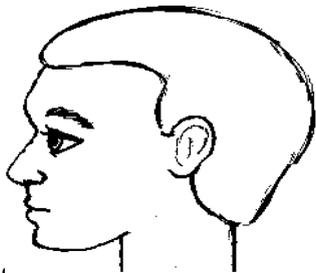
Child Protection Record of Concern - Body Map

Attach to Record of Concern Form

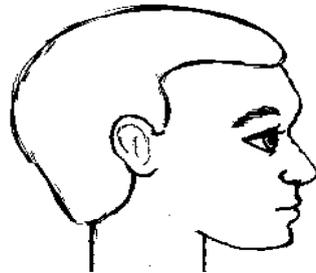
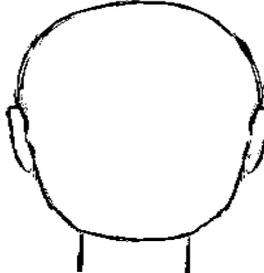
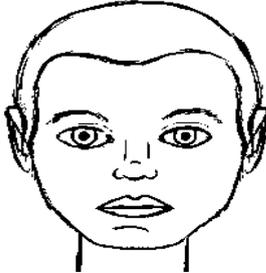
Name of Child:

Date

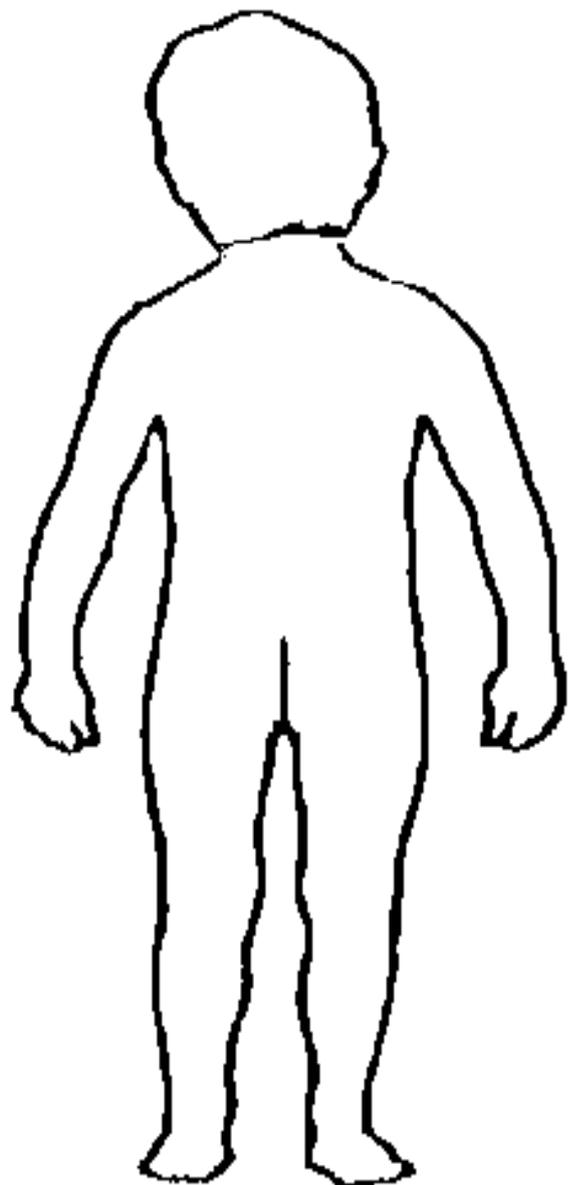
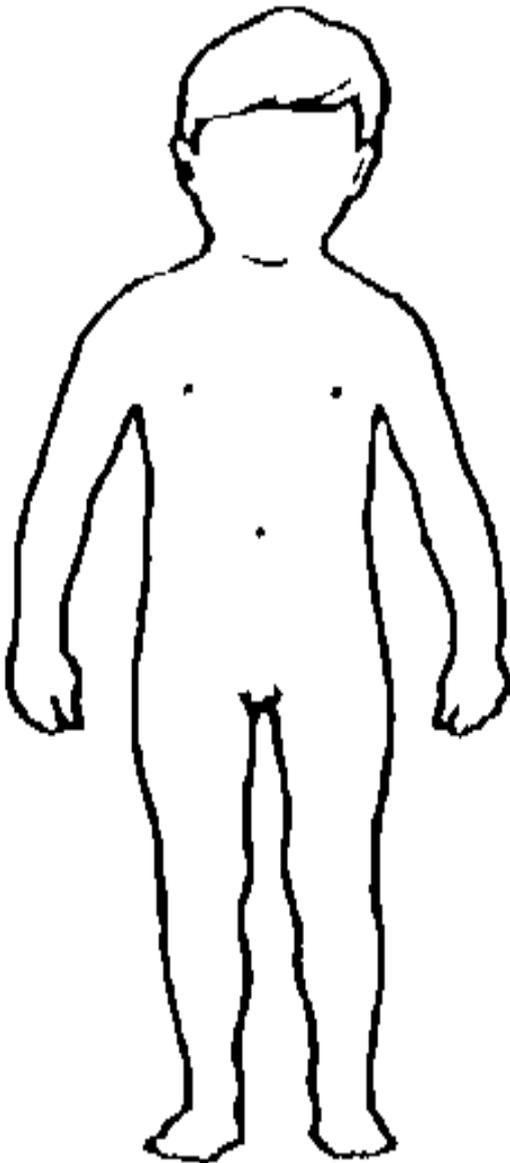
Date of Birth



Left Side



Right Side



Child Protection Record of Concern - Body Map – Page 2
Attach to Record of Concern Form

Name of Child:

Date

Date of Birth



_____nd

Right Hand



Left Foot

Right Foot

Full Description of Injury

Name of Staff Member: _____ Attach to Child Protection Record of Concern/Disclosure

Child Protection Advice for Children/Young People

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 might include someone who may be frightening you on the Internet or on your mobile.

You should:

- j. Tell someone you trust, such as your friends, teachers, parents, grandparents. Other people at school may be able to help
- k. Let people help to make things better by stopping the person from hurting you or your friends

You shouldn't:

- l. Feel embarrassed or alone
- m. 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
- n. Keep it a secret
- o. Feel you have no one to turn to – people are there to help

Other help

www.nspcc.org.uk 0808 800 5000

www.childline.org.uk 0800 1111

www.barnardos.org.uk 01405 780050

www.saferinternet.org.uk 0800 1111

www.thinkuknow.co.uk

www.childline.org.uk 0800 1111

APPENDIX F

Information for parents

Croxby Primary Academy

At Croxby Primary Academy, 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 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 Local Authority Safeguarding Children Board has laid down the procedures we follow, and the Trust has adopted a Child Protection and Safeguarding Policy in line with this for the safety of all.

If you want to know more about our procedures or the policy, please contact Head of School/Designated Safeguarding Lead.

APPENDIX G

The East Riding and Hull Safeguarding Children Boards' Procedures contain the detailed inter- agency processes, protocols and expectations for safeguarding children.

The East Riding site can be found at www.erscb.org.uk.

The Hull Safeguarding Children's Board can be found at <http://www.hullcc.gov.uk/portal/page-pageid=296,1&dad=portal&schema=PORTAL>

Making a Child Protection Referral

If it is believed that a child/young person may have suffered, is suffering or at risk of suffering significant harm, a referral **must** be made as soon as possible on that day. This will give Social Care and possibly the Police the maximum time available to make decisions and take appropriate action if needed within the school day.

East Riding Resident Child

- 1 EHaSH are available to discuss individual cases for advice & guidance during office hours on 01482 395500.
- 2 If the child is currently 'Open' to an ER Social Worker s/he should be notified directly or if not available their manager or Duty colleague.
- 3 If not open to ER Social Care an immediate referral should be made to EHaSH 01482-395500 or outside office hours to the ER Emergency Duty Team on 01377 241273.
- 4 Parents/carers should not be informed before discussions with EHaSH or the Social Worker.
It should be established with EH&SH or the Social Worker when and by whom they will be informed and if there are other actions needed to be taken.
- 5 When a Child Protection referral is made the time and the person taking the referral should be recorded on the child's 'Chronology Sheet'.
- 7 All telephone referrals must be followed ideally immediately by a 'Confirmation of Referral' form, which should be emailed to childrens.socialcare@eastriding.gcsx.gov.uk
- 8 A member of the Children Safeguarding Team should report back to the academy within 24 hours of receipt of the written referral to outline the action to be taken. If no response is received within 24 hours or sooner in urgent cases (where for example the academy needs to be updated before the end of the school day) the DSL should contact the Children Safeguarding Team Manager. If this fails to get a response the DSL should contact EHaSH for advice.

Child resident in other Local Authorities

- 9 If a child who lives in a neighbouring Local Authority needs to be referred, the following contact numbers should be used for new referrals. If you are aware that the child is open to that LA follow C above.

Hull	01482-448879	EDT	01482-788080
North Yorks	0845 034941	EDT	01482 300 304
North Lincs	01724-296500	North East Lincs	01472-325555

Looked After Children

If a child is Looked After by the Local Authority, the LA Social Worker should be contacted to make the referral. If the child is resident in one authority but Looked After by another LA, their Social Worker or Duty Manager should be contacted. EHaSH should be notified in addition.

APPENDIX H

Safeguarding Children: Information for visitors, supply staff and volunteers

This Trust 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 and Safeguarding 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.

'Record of Concern' forms are available from the Staff Room, Reception and the Office. Complete this form and pass it to:

Clare Neighbour	Designated Safeguarding Lead
Nicola Moore	Child Protection Co-ordinator

If you are not able to complete a form, ensure that the full details are recorded including date, time, child's name, your name and a factual account of what was said or observed.

Do NOT conduct your own investigation.

Keep all concerns or information confidential.

You might be concerned if:

- You see an injury
- Another person may express concerns
- Something else raises concerns or worries
- A learner tells you something

If a learner tells you something that needs to be passed on:

- Promise confidentiality not secrecy
- Reassure the child that they have done the right thing
- Listen but do not ask leading questions
- Record and pass on your concerns

Your help in supporting our safeguarding work is appreciated by the Trust and most importantly by the children and young people.

APPENDIX I

CONFIDENTIAL: Confirmation of referral to the Early Help and Safeguarding Hub

When making a referral to the Early Help and Safeguarding Hub, professionals and volunteers should consult the East Riding Safeguarding Children Board Threshold Guidance accessed at <http://www.erscb.org.uk/procedures-and-guidance/>

If you believe that a child is in immediate danger, call the Police immediately on 999. If you believe a child urgently needs specialist support from children's social care, based on the threshold guidance on page 12-13, contact the Early Help and Safeguarding Hub on (01482) 395500 and follow up your telephone call by completing and sending this form ideally immediately but within 24 hours to the following secure email: childrens.socialcare@eastriding.gcsx.gov.uk

Date			
Is this written contact to follow a previous verbal contact?	Yes		No
If yes when was the Early Help and Safeguarding Hub contact made?	Date		Time

Child / Young Person's details					
Surname	Forename	Dob	*		
*	*				
Address	Postcode	Telephone Number			
*	*	*			

What is the child's first language?				
Does the child have a disability or other Special Educational or Additional Need?	Yes		No	
If yes please give brief details				
Is a signer or interpreter needed?	Yes		No	
Agency, organisation and service making contact				
Name of professional or volunteer making contact			Contact number	
Are parents/ carers aware of this contact?	Yes		No	
Reasons for above response.				
Anonymity Professionals including volunteers do not have the option to remain anonymous; as they have a professional duty under Working Together 2013 to share information openly. Only members of the public can remain anonymous.				

Parent and Carers details	Parental responsibility?
Name & Address if different to child	

Reason for contact

What is the referrer worried about? What are you worried will happen to the child/young person if nothing changes? What do you think needs to happen?

Please include as much relevant contextual information and details of any current or previous support or intervention that you are aware of.

Other significant family members

Name	Address	Relationship to child

Other Agencies known to be involved with child and family

Agency / service	Worker	Base	Tel

APPENDIX J

The role of the Designated Safeguarding Lead, governing bodies and proprietors, should ensure that the academy designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the academy to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the designated safeguarding lead are:

Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care and:
- The designated officer(s) for child protection concerns (all cases which concern a staff member)
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed)
- Liaise with the Head Teacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies

Training

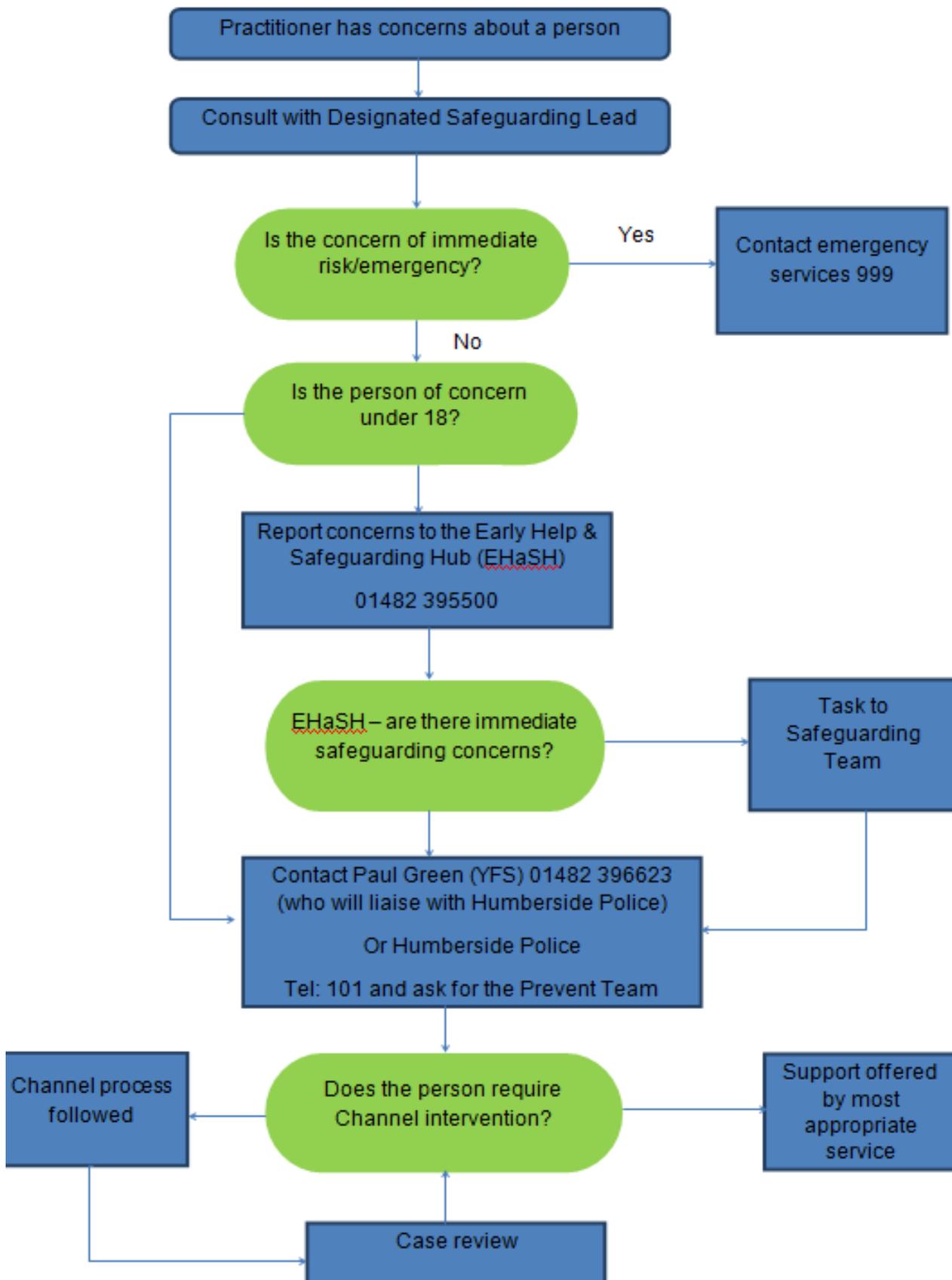
- The designated safeguarding lead should receive appropriate training carried out every two years in order to:
 - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
 - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
 - Ensure each member of staff has access to and understands the Trust's Child Protection and Safeguarding Policy, especially new and part time staff

Raising Awareness

- The designated safeguarding lead should ensure the Trust's policies are known and used appropriately
- Ensure the Trust's Safeguarding and Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the Trust in this
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the academy ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main learner file, ensuring secure transit and confirmation of receipt should be obtained

APPENDIX K

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



APPENDIX L

Definition of safeguarding *‘Inspecting Safeguarding in early years, education & skills settings (Ofsted Aug 2016)*

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 are growing 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. 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
- Radicalisation and/or extremist behaviour
- Child sexual exploitation and trafficking
- The impact of new technologies on sexual behaviour, for example ‘sexting’ and accessing pornography
- Teenage relationship abuse
- Substance misuse
- Issues that may be specific to a local area or population, for example gang activity and youth violence
- Domestic violence
- Female genital mutilation
- Forced marriage
- Fabricated or induced illness
- Poor parenting, particularly in relation to babies and young children
- Other issues not listed here but that pose a risk to children, young people 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 and associated issues
- Appropriate arrangements to ensure children’s and learners’ security, taking into account the local context