

Safeguarding in Education

Strategic School Child Protection & Safeguarding Policy



WELTON PRIMARY SCHOOL

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September 2019

For the purpose of this policy:

- **'staff'** refers to all paid adults, volunteers or students on placement, working in any capacity in the school or in activities organised by the school, which brings them into contact with pupils of the school.
- **DSL** Designated Safeguarding Lead*
- **DDSL** Deputy DSL
- **DSG** Designated Safeguarding Governor
- **LADO** Local Authority Designated Officer
- **ERSCP** East Riding Safeguarding Children Partnership
- **CST** Locality Children Safeguarding Teams
- **EHaSH** Early Help & Safeguarding Hub
- **DBS** Disclosure & Barring Service
- **KCSiE** Keeping Children Safe in Education 2018 Statutory 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 pupils 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 J)

- **Child** - Any pupil under the age of 18 is legally a child.
- **Pupils 18 or over** - If there is a concern about the welfare of a pupil aged 18+ DSL's 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 pupil relationships.

*The DSL has to be a member of the SLT. In most schools the DSL fulfils the strategic and operational Child Protection role. In others, usually larger schools, other designated staff carry out the operational aspects of Child Protection. This policy needs to make clear (and **all staff** need to know) who internal referrals are made to.

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Welton Primary School Child Protection & Safeguarding Advice and contact list September 2019

Role / Agency	Name & role	Contact details
School Designated Safeguarding Lead/ Child Protection Coordinator	Mrs Nikki Pidgeon	head@weltonprimaryschool.com 01482 667222
Deputy DSL/Child Protection Coordinator	Mrs Milica Saleh	msaleh@weltonprimaryschool.com 01482 667222
Child Protection/ Safeguarding Governor	Mrs Rachael Fell-Chambers	01482 667222
Chair of Governors	Mr Keith Bryant	01482 667222
Looked After Children Designated Teacher	Mrs Milica Saleh	01482 667222
E Safety Coordinator	Mr Phil Selke	01482 667222
Early Help & Safeguarding Hub (EHASH)	CP initial referral Support & Advice: Urgent C P concerns Early intervention Signposting to appropriate services The Early Help Assessment (CAF) process	Mon to Thu 8:30am – 5:00pm Fri 8:30am – 4:30pm 01482-395500 childrens.socialcare@eastriding.gcsx.gov.uk
EHASH Out of Hours (Formerly EDT)	Out of Hours & weekend CP referrals & advice	01482-395500 childrens.socialcare@eastriding.gcsx.gov.uk
Local ER Children Safeguarding Team	Natalie Jackson	01482 565560 @eastriding.gcsx.gov.uk
Local ER Children Safeguarding Team Manager	Natalie Jackson	01482 565560 @eastriding.gcsx.gov.uk
ER School Safeguarding Adviser & Local Authority Designated Officer (LADO) (Schools)	Tony Marsh Referral of allegations against staff & volunteers General strategic and operational School Safeguarding & CP advice	01482-392139 tony.marsh@eastriding.gcsx.gov.uk Room AF 56, County Hall Beverley.
ERSCB LADO	Lorraine Wilson referral of allegations against staff & volunteers.	01482-396999 lorraine.wilson@eastriding.gcsx.gov.uk Room AF 56, County Hall, Beverley.
School critical incident, bomb threats Etc & Educational Visits Emergencies (not Child Protection)	24 hour Guidance & support	01482- 392999
Humberside Police	ER Protecting Vulnerable People Unit	01482 220809
Humberside Police	Hate Crime / incident reporting	101 https://www.reportingcrime.uk/HPhatecrime/
ER Safeguarding Children Board	General strategic and operational Safeguarding & CP advice	01482-396999 erscb.enquires@eastriding.gov.uk
ER Safeguarding Children Board	Training	www.erscb.org.uk 01482-396994 erscb.training@eastriding.gov.uk
Hull North Yorks North Lincs North East Lincs	Children's Social Care	01482- 448879 EDT 01482- 300304 01609- 780780 EDT 01609- 780780 01724- 297000 EDT 01724- 297000 01472- 326292 EDT 01472- 326292

1. Introduction

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

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

Core Principles

- Our School Community fully recognises our responsibility to safeguard and promote the welfare of all of our pupils.
- We believe that not only is this a moral and statutory responsibility but we know that children who feel safe and secure at school are more likely to achieve their full potential.
- We understand that the standards for positive and appropriate behaviour and mutual respect are set by example by our staff.
- Vulnerable children and those with additional needs are supported.
- We accept and carry out our responsibility to act on any suspicion, disclosure or belief that a child is suffering or at risk of suffering harm.

2. Related legislation & guidance

- 1) Working Together to Safeguard Children (2018).
- 2) ER LA Safer Recruitment Guidance.
- 3) Keeping Children Safe in Education (KCSiE) (DfE Sept 2019) includes Safer Recruitment & Managing Allegations against Staff.
- 4) Reasonable Force (DfE July13).
- 5) Searching, Screening & Confiscation (DfE Jan 18).
- 6) Safer working Practice for Adults who work with Children & Young People in Education Settings (October 15 Safer Recruitment Consortium).
- 7) ERSCB / ERLA School Staff Code of Conduct (Sept 2019).
- 8) Information sharing advice for practitioners providing safeguarding services to children (HM Govt 2018).
- 9) General Data Protection Regulation (ICO 2018)
- 10) School Whistle Blowing (Safeguarding) and Allegation procedures (ERSCB Sept 2019).
- 11) Inspecting safeguarding in early years, education and skills settings (Ofsted Sept 2019).

- 12) The Prevent Duty -advice for schools and childcare providers (DfE 2015).
- 13) Female Genital Mutilation: Multi-Agency Practice Guidelines (HM Govt 2015.)
- 14) What to do if you're worried a child is being abused (HM Govt 2015).
- 15) School Attendance – Guidance for maintained schools, academies, independent schools & LAs (DfE Nov 16).
- 16) Exclusion from maintained schools, Academies and pupil referral units in England (DfE Sept 17).
- 17) LA Education Visit Guidance and Procedures or equivalent.
- 18) The designated teacher for looked-after and previously Looked After Children Feb 2018
- 19) Sexual violence & sexual harassment between children in schools & colleges May 18
- 20) General Data Protection Regulation 2018
- 21) Disqualification under the Childcare Act 2006 Statutory guidance for Local Authorities, maintained schools, academies and free schools DfE Aug 2018

3. Other Safeguarding related school policies

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

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

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

4. The policy

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

- **Prevention** (e.g. positive school atmosphere, pastoral support to pupils, the SMSC & PSHE elements in the formal and informal curriculum, safer recruitment procedures and safe & appropriate working practice by staff. Wider safeguarding

policies and procedures in place to establish and maintain a safe and secure school environment).

- **Protection** (by following agreed procedures, ensuring staff are trained and supported to 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 pupils and school staff and to children who may have been abused or are in other ways vulnerable).
- **Collaboration** with children & Young People, parents and other agencies to promote Safeguarding & Wellbeing for all of our children and Young People.

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

5. School commitment

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

Our school will therefore:

- Establish and maintain an ethos where pupils feel secure and are encouraged to talk, and are listened to.
- Ensure that pupils know that there are adults in the school whom they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities for which equip children 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 & abusive behaviour are dealt with at the appropriate level and in line with national and local guidance and procedures and not dismissed as immature behaviour or banter.
- 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 & Criminal Exploitation,

Female Genital Mutilation, Radicalisation, School 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.
- 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 pupils 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.

5.1 Multi Agency Safeguarding Arrangements

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

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 pupils should never be discussed elsewhere, inside or outside the school unless in confidential meetings organised for that purpose. This includes the passing of written information or verbal discussion in any media including Social Networking sites.

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

7. Roles and responsibilities, Early Help and Contextual Safeguarding

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

- Keeping Children Safe in Education – Part 1 information for all School & College staff.
- *School Staff Code of Conduct.*
- Staff Child Protection Policy & Procedures.
- School Behaviour & Attendance policies - and understand the safeguarding context of both.
- The School Whistle Blowing procedures
- The role and identity of the DSL, DDSL & DSG.

All staff have access to the current:

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

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

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.

(KCSiE 2019 para 18)

7.3 This responsibility is outlined in KCSiE 2019 which refers to the following:

- Sec 175 and 157 Education Act 2002.
- Working Together to Safeguard Children 2018.
- Teacher Standards 2013.
- The Prevent Duty Guidance 2015.
- Serious Crime Act 2015 (FGM & 'Honour' violence).

7.4 The School DSL/ Deputy DSL

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

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

- providing advice and support and information to staff as appropriate
- liaising with the LA and other agencies including the involvement in Early Help Assessments and plans
- obtaining, maintaining and transferring CP records for individual pupils 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 pupils and taking account of their wishes and feelings and supporting measures and plans put in place to support or protect them.
- Ensuring that any educational or safeguarding assessments of children consider the **wider contextual environmental factors** present in the child's life outside the school or family

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 2019

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

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

The Governing Body will:

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

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

Governors do not have access to details of individual Child Protection Cases and understand the requirement for confidentiality.

8. Records and monitoring

1. It is essential to keep detailed, accurate and accessible records in order to protect children effectively. Staff at Welton Primary School should report all Safeguarding concerns via CPOM's and to inform the DSL in person that the report has been made. At all times Information Sharing guidance and GDPR (2018) will be followed.
2. All staff are made aware of the need to record and report concerns about a child or children within our school immediately to the DSL
3. All reports of concern and other entries on a child's Child Protection file must include a record of actions taken by the internal referrer or DSL.
4. All staff should record such concerns or disclosures on CPOM's.

5. The DSL is responsible for such records and for deciding at what point these records should be shared with, or transferred to other agencies or schools, in consultation with the Headteacher or appropriate Senior Manager.
6. All records are stored on CPOM's.
7. The information on CPOM's may be shared with other agencies as appropriate and in some cases used as evidence by other agencies in line with current Information Sharing guidance and GDPR (2018).
8. Only factual verified information is recorded as such. Information 'reported' by outside individuals is clearly indicated as such.
9. Parents may request to read their child's file under Subject Access Request or GDPR. School will seek advice from the LA if such a request is made in order to ensure that only appropriate information is disclosed depending on the circumstances and any '3rd party' information that will need to be redacted.
10. The DSL will decide what information needs to be shared within school with whom and when on a case by case basis. Confidentiality is essential but staff working with children can only provide effective support and monitor concerns if they are made aware that there are concerns or at the least that individual children are being monitored.
11. Child protection records are reviewed each term to check whether any action, advice or updating is needed.

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 the FE or other settings before the age of 18.

Copies of records will be made if siblings attend the school 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 DSL and the appropriate pastoral staff or DSL at the receiving school.

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.

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 (1) sealed in an envelope and marked as above and (2) sealed in an addressed envelope before sending by recorded delivery.

Written receipt of records will be obtained from the receiving school.

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

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 pupil and then destroyed at the earliest convenience.

9. Concerns.

9.1 Recognising concerns

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

9.2 Contextual Safeguarding

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

9.3 Sexual, Physical, Emotional Abuse & Neglect

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

9.4 Child Criminal Exploitation –

Child Sexual Exploitation (CSE)

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

County Lines

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

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

All Staff are reminded of the need to be aware of the possibility of such abuse at Early Years, Primary and Secondary school age as outlined in Annex A of KCSiE 2018 and that they have a statutory duty and responsibility to report concerns related to FGM.

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

Reporting Concerns

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

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

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

9.6 Possible Violent Extremist Radicalisation

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

In line with ERSCB, ERLA and Humberside Police arrangements, advice will be sought by contacting the EH&SH which includes Humberside Police Decision makers (Appendix H).

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

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

The PSHE/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 /SMSC activities within school.

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

Emergency contacts

- We will endeavour to obtain and maintain at least 2 emergency contact phone numbers for each pupil and make all reasonable efforts to ensure that parents are reminded to update the school on number or contact changes. Parents who have not provided 2 contact numbers or update school will be contacted and asked to provide the contacts. All such attempts to obtain this information will be recorded.
- On the first day on an absence, parents should call the school to inform them of the reason. If it is known that the absence will be longer than a day, the parent does not have to contact the school every day, however should keep in touch to ensure that the school is kept fully aware.
- The school will only remove children from the register if the statutory grounds for doing so are met and will inform the LA of the intention to do so. In the case of CME school will make all reasonable efforts to locate the child/ren as required by the guidance.
- The school will inform the LA EWS if any pupil fails to attend without permission for a continuous period of 10 days or more and will refer children whose attendance has fallen below the agreed level to the EWS.
- If a child, who is the subject of a Child Protection Plan or is otherwise open to the CST, does not attend school without a verified valid reason the DSL will contact the assigned social worker or CST duty desk if unavailable.
- If a child not open to CSC that the school has concerns about, does not attend school the school will contact, EHASH, the EWS and / or the police depending on the circumstances.
- If a child absconds from the site the school will make an initial search and contact the parent / carer or other emergency contact (**and Social Worker if open to CSC**). If after that search the child is not located the school will contact the police within 20 minutes of the alert.

9.8 Serious Violence

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

9.9 Private Fostering & Direct Payments

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

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

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

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 CPOMS.
- Concerns relating to marks or injuries must also be recorded on a 'Body Map' on CPOMS.
- If using a body map injuries or marks must be described, in addition to locating on the body map.
- Photographs must not be taken of any marks or injuries.

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

- dismiss concerns or disclosures as insignificant, they may provide a vital link to other information.
- keep such concerns to themselves.
- investigate or seek proof.
- **promise secrecy** to children or adults making disclosures but reassure them that information will be shared appropriately and confidentially.

- ask closed questions that lead a child into a particular answer but if they need to clarify aspects of a disclosure by or about a child use only 'TED' type questions i.e.;
 Tell me...., Explain...., Describe...
- **delay** recording or passing concerns to the DSL.
- Discuss with parents or carers.

Staff are made aware that it is unacceptable legally, professionally and morally for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff. (See Sec 20) and that any such failures will be regarded as potential disciplinary matters.

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

11. Further action – Seeking advice

The DSL will decide, taking advice from EH&SH or CST if needed, which of the following actions is appropriate:

- If it is considered that a pupil 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 EH&SH 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 CST 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 EH&SH an Early Help Assessment is agreed to be appropriate and that school is best placed to initiate this assessment consent must be obtained from parents or carers and if appropriate the pupil. Advice about the EHA process is available from EH&SH.
- After consultation with EH&SH the DSL may advise that the situation will be monitored and inform the appropriate staff.
- In all cases records of discussions with EH&SH and other professionals will be recorded in the Child's file.

11.1 Escalating concerns about individual cases

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

Records of all such discussions and responses must be retained in the pupil'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 school referrer as soon as possible on a 'Need to know' and 'Case by case' basis. If the member of staff feels that the actions taken are inappropriate, ineffective or that the 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 s/he can refer to EHASH, the allocated Social Worker or the LADO them self.

11.2 Informing Parents / Carers

In all cases before parents or carers are informed the DSL should contact EHASH to 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 at increased risk.
- A disclosure by a child 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.

11.3 Child Protection Referrals

If school makes a CP referral the East Riding 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 G) 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 CST manager by EHASH.

11.4 Feedback

Within 24 hours of receiving the referral from EHASH the CST in whose area the child lives should report back to the school and indicate their decision on future action.

If no response is received within 24 hours, or sooner in urgent cases (where for example school need to be updated before the end of school), the DSL should

contact the CST Manager. If this fails to get a response the DSL should contact EHASH for advice.

12. Vulnerable children & Children with SEN or disabilities

1. Children may be vulnerable because, for example, they have additional or Special Educational Needs, are Looked After Children (LAC) 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.
2. Staff in contact with such children will be made appropriately aware of the child's needs and circumstances in order to maximise the effectiveness of support.
3. Staff are reminded that **Children with SEN, disabilities, communication or behaviour** problems are at greater risk of abuse, neglect and bullying than other children. They may not be identified as being at risk of harm as indicators of possible abuse such as behaviour, mood, and injury may be assumed to be related to disability or SEN rather than possible abuse, neglect or bullying and communication of abuse may be difficult. Staff specifically supporting such children and other staff will be alert to these factors.
4. The Designated Teacher who supports and promotes the educational achievement of Looked After Children(LAC) and previously LAC, will liaise with the DSL and staff involved with the child to ensure that support is provided and ensure that the needs identified in the child's Personal Education Plan are supported by staff involved with the child.
5. Safeguarding implications will be considered when individual support plans are reviewed in the case of children who require, for example, medication, some form of intimate care, and help with changing or physical support or physical intervention.
6. If a child, who is the subject of a Child Protection Plan, or is otherwise open to the CST, does not attend school without a verified valid reason, the DSL will contact the assigned social worker or CST duty desk if unavailable.
7. If a child not open to CSC that the school has concerns about, does not attend school the school will contact: EHASH, the EWS and / or the police depending on the circumstances.

13. Peer on Peer abuse, sexual violence and harassment

All staff are aware that children 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 school 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, transphobic, disability hate, racist and other discriminatory behaviour.

It is important that staff do not regard behaviour such as pupils suffering sexual touching as 'part of growing up' or verbal abuse or harassment as 'banter' and are aware of the guidance in KCSIE18 Annex A & 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 may reach a threshold for Police and or Social Care involvement or that either the alleged victim or perpetrator should be offered support or intervention from YFS or Children's Centre the DSL will refer the matter to EHaSH for advice.

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 the school in 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 the behaviour does not reach a threshold for referral to EHaSH or advice from EHaSH is that the behaviour should be dealt with by school appropriate action will be taken under the behaviour policy.

In either case if any child involved is open to the CST the Social Worker or YFS worker will be informed.

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

Whilst it is important that the school does not 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 pupil may present a risk to peers or staff appropriate Risk Management plans will be developed with appropriate advice from other agencies. These plans will be discussed with staff on a need to know basis and the child and parents/ carers.

14. Joint working with other agencies & Early Help

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

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

- Early Help Assessments & 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.
- The school also works in partnership with Humberside Police as part of the Domestic Abuse alert system **Operation Encompass** and with the Safer Schools.
- Partnership arrangements with the local Community Policing Team.

15. Case Conferences and Core Group Meetings

1. The DSL & Headteacher will ensure that the appropriate member(s) of staff attend Initial & Review Child Protection Case Conferences and subsequent Core Groups and that written reports are prepared for each Case Conference.
2. Reports will be compiled using the 'Signs of Safety' report templates after discussion with relevant staff involved with the child.
3. Reports will be discussed if possible with parents before forwarding to the Case Conference Chair 3 days before an Initial and 5 days before a Review Conference.
4. Feedback following Conferences & meetings will be given to school staff under the 'Need to know' principle on a case-by-case basis.

16. Information sharing

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

The DSL/headteacher will ensure that the sharing of information is in line with the 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.

17. Childrens' Concerns

The School recognises that listening to children/young people is an important and essential part of safeguarding them against abuse and neglect. We will seek to

develop resilience in the children and ensure that they are aware that they can seek help and support.

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

18. Vetting, Recruitment and selection of staff

1. The school 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.
2. The school 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.
3. Any staff or volunteers not in regulated activity are continually supervised by staff.
4. A Single Central Register for all staff, visiting staff, volunteers and governors is maintained using LA & Statutory guidance.
5. The Head and at least one Governor complete the appropriate Safer Recruitment training which is updated every 5 years. All appointment panels will have at least one member who has completed this training in the last 5 years.
6. **All staff that are covered by the:**

'Disqualification under the Childcare Act 2006 Statutory guidance for local authorities, maintained schools, academies and free schools Aug 2018' requirements are 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 headteacher will seek advice from the LA HR service (or other HR provider) who will liaise with the LADO.

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.

See sec 28 for further guidance on contractors, visitors etc.

19. Induction

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

- Keeping Children Safe in Education – Part 1 information for all School & College staff.
- *School Staff Code of Conduct.*

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

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

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

All staff have access to the current:

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

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

20. Staff Safeguarding Training and awareness

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

- Keeping Children Safe in Education – Part 1 information for all school & College staff.
- The School Staff Code of Conduct.
- The school Child Protection procedures.

And have access to the current:

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

- ✓ All staff (teaching and non-teaching) are reminded of the policy and procedures at the start of each school year and receive regular and topical updates as appropriate through the school year.
- ✓ All teaching and teaching assistant and pastoral staff and DSG complete the ERSCB online training 'Safeguarding in Education' or 'Awareness of Child Abuse & Neglect'.

- ✓ Other staff and 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.

21. DSL training

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

- ✓ Annual ERSCB/ LA School DSL dedicated update and refresher training.
- ✓ In school 1:1 LADO / CP Officer training, support & audit.
- ✓ Safeguarding in Education (Online).
- ✓ Working Together to Safeguard Children.
- ✓ Child Protection Case Conferences and Core Groups.
- ✓ Workshop to Raise Awareness of Prevent.
- ✓ Early Help Assessments.
- ✓ FGM online training.

22. Reasonable Force

- ✓ Staff will ensure that the school policy on physical intervention is followed.
- ✓ All incidents requiring such action will be logged with the headteacher or appropriate senior manager, and parents informed on the same day.
- ✓ Incident reports by all staff involved or witnessing the incident will be completed as soon as possible after the incident on the same day, unless in exceptional circumstances.
- ✓ Staff must only use physical intervention as a last resort to protect the safety of children or adults after appropriate de-escalation strategies have been used or in the event of serious situations where this is not possible. The decision to use reasonable force will be based on professional judgement and depend on individual circumstances and dynamic risk assessment.
- ✓ If required we plan positive behaviour plans for individual children, agreeing them with parents and training appropriate staff and thereby attempt to reduce the need for reasonable force.
- ✓ Restorative methods will be considered after each such incident and the pupil's views on the incident sought.
- ✓ Support will be offered to staff involved and incidents will be reviewed by senior staff not involved directly and any aspect that could be improved or avoided in future will inform the planning process

23. Online Safety & Acceptable Use policies

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

Filtering systems are managed by the LA Schools IT service but we are fully aware that these filters are not infallible and staff are aware that effective monitoring by staff is essential.

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

24. Safe & Appropriate working

All staff are made aware and regularly reminded:

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

25. Allegations against staff & Whistle Blowing

1. All staff have access to:
 - a. The School Whistle Blowing (Safeguarding) policy.
 - b. Statutory Guidance – Allegations of Abuse made against Teachers & other Staff (sec 4 KCSiE).
 - c. Contact details of the Chair of Governors and LADO.
2. All staff are made aware of their responsibilities and procedure to follow in the strictest confidence.

3. However it must be appreciated that in the case of a Whistle Blowing situation an investigation process may reveal the source of the information and a statement by the referrer might be required.
4. 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.
5. If the allegation concerns the Headteacher the referrer should contact the Chair of Governors, a senior Member of staff or the LADO immediately. **It is unacceptable for any member of staff not to refer such concerns.**
6. The head teacher (or other in 5) will, on the same day, contact the LADO and follow the statutory guidance Keeping Children Safe in Education 2019 Sec 4.
7. **All involved will attempt to ensure that any allegation is dealt with fairly, quickly, proportionately and consistently in a way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.**
8. 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.

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

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

When pupils 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 pupils that remain on the school role is monitored in the same way as other pupils.

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

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

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

27. Volunteers

School will undertake a risk assessment informed by professional judgement when deciding whether or not to 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. If it is decided that in certain circumstances that a DBS check is not required for specific events or volunteers the volunteers and supervising staff are made fully aware of the expectations and responsibilities involved in such arrangements to ensure that there are no situations where such volunteers are in unsupervised contact with children.

28. Visitors, Supply and Agency staff & Contractors

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

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

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

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

If Supply Staff are engaged directly by the school the appropriate checks must be carried out by the school.

The school will follow KCSiE statutory Guidance part 3 in such cases.

The Single Central Record using the LA template (or equivalent) is maintained to ensure that all appropriate staff, volunteers, Governors agency and contracted staff in Regulated Activity are entered on it.

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

29. Site Security Health & Safety and emergency procedures.

1. There is a School Specific H & S policy in place.
2. Daily visual site inspections are carried out before school.
3. Termly H & S inspections are carried out.
4. Annual Governors H & S and environmental audits & inspections are carried out.
5. All staff are aware of their responsibilities for procedures for reporting H & S concerns and there is a clear system for staff and pupils to report and log H& S concern.
6. LA generic H & S Risk Assessments '**On Site Security**' and '**Managing Violence & Aggression**' are adapted & used as appropriate.

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

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

This includes:

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

30. Parents & carers

1. We believe that our Safeguarding and Child Protection work will be more effective if it is carried out in partnership with parents and carers and that preventative and supportive strategies such as the Early Help Assessment and intervention by Children's Centres and Youth and Family Support Services.
2. 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 C & Section 9 above).
3. Parents are also made aware that this policy is available from the school. The name and contact details (via school) of the DSG is publicised should parents wish to raise any suggestions or queries about the policy or specific issues. Any such concerns will be taken into account when the policy is reviewed and responded to by the **DSL, DSG** or Headteacher.
4. If staff are concerned that a parent collecting a child is incapable of doing so safely they should refer to guidance Appendix K and follow normal safeguarding procedures.

31. Policy review

The staff and Governors will review this policy each year, and if any changes are suggested or required they will be discussed by governors. The views of the children, parents, and staff will be sought and taken into account in this review. If at any time any deficiencies or weaknesses in the Child Protection policy and procedures are identified they will be addressed by the governing body and staff and immediately remedied.

Review Date: September 2020

APPENDIX A

Welton Primary School Child Protection Policy

Responding to Concerns - Disclosures

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

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

Welton Primary School Child Protection Policy

Example of Advice for Children

If someone is hurting or upsetting you or making you feel scared you, 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 include someone who may be frightening you on the Internet or on your mobile

You should:

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

You shouldn't:

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

Other help

www.nspcc.org.uk

www.childline.org.uk 0800 1111

www.barnardos.org.uk

www.saferinternet.org.uk

www.thinkuknow.co.uk

www.childline.org.uk

APPENDIX C

Welton Primary School Child Protection Policy

Information for parents (suggested wording for use by school if felt necessary)

“At Welton Primary School, we recognise that your child is our responsibility and concern. We want to work in partnership with you, and discuss with you, any concerns we may have or that you may have.

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

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

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

If you want to know more about our procedures or the policy, please speak to the Headteacher or your child’s class teacher. Or Mrs Rachael Fell-Chambers who is the Governor with responsibility for Child Protection.

APPENDIX D

Welton Primary School Child Protection Policy

The East Riding Safeguarding Children Board's Procedures contain the detailed inter-agency processes, protocols and expectations for safeguarding children. They can be found on the East Riding of Yorkshire Website at www.erscb.org.uk

Making a Child Protection Referral.

1. If the school believes that a child may have suffered, is suffering or be at risk of suffering significant harm, a referral **must** be made 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

2. EH&SH are available to discuss individual cases for advice & guidance during office hours on 01482-395500.
3. 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. If this contact cannot be made follow 4.
4. If not open to ER Social Care an immediate referral should be made to the EH&SH 01482- 395500 or outside office hours to the EH&SH Out of Hours (Formerly Emergency Duty Team) also on 01482- 395500
5. Parents/carers should not be informed before discussions with EH&SH 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 the school needs to take.
6. When a CP 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 CST should report back to the school 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 school need to be updated before the end of school) the DSL should contact the CST Manager. If this fails to get a response the DSL should contact EH&SH for advice.

Child resident in other LA

9. If school needs to refer a pupil who lives in a neighbouring Local Authority 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- 300304
North Yorks	01609- 780780 EDT 01609- 780780
North Lincs	01724- 297000 EDT 01724- 297000
North East Lincs	01472- 326292 EDT 01472- 326292

Looked After Children

If a child is Looked After by the ER the ER Social Worker should be contacted to make the referral.

If the child is resident in ER but Looked After by another LA their Social Worker or Duty manager should be contacted. If such a referral is about an incident occurring in the ER then EHASH should be notified in addition.

Informing Parents / Carers

In certain circumstances parents should not be informed particularly where there are concerns about physical or sexual abuse involving family members. As above EHASH advice on disclosure should be sought, followed and recorded.

These include situations when:

- Informing parents/ carers might place the child at increased risk.
- A disclosure by a child involves a parent or other family member.
- There is a possibility that a crime may have been committed.
- Informing parents/ carers might place staff at risk.
- Where a delay may be caused in referring if contact cannot be made to parents.

APPENDIX E

Welton Primary School Child Protection Policy

Record Keeping: Why is it important?

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

Record Keeping: Organisation

1. All records are kept on CPOM's.

3. When children transfer school or College or other settings.

- a. If there have been child protection concerns, the file is reviewed and transferred separately from other school records and direct to the relevant member of staff in the receiving school.
- b. The file should be sealed and marked 'Private & Confidential FAO the DSL'. The receiving school will be notified by telephone that there are concerns and records will if possible be delivered or collected.
- c. If posted the sealed and indicated records should be placed within a plain addressed envelope and sent by recorded delivery. A record should be kept of the date of such transfer of sensitive files and of the person to whom they are transferred.
- d. It is important that the receiving school acknowledges receipt of records, and this acknowledgement recorded and filed by the sending school.**
- e. If the destination school is unknown the records should be retained until the child is officially removed from the school role and then forwarded to the LADO. When receiving children from other schools the school should contact the sending school to ascertain if there are CP concerns.
- f. At transition liaison arrangements should include specific transfer of Child Protection information as part of the formal transition arrangements.

APPENDIX F

Welton Primary School Child Protection Policy

Safeguarding Children; Information for visitors, supply staff and volunteers.

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

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

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

'Record of Concern' forms are available from Mrs Patrick. Complete this form and pass it to Mrs N Pidgeon or Mrs M Saleh.

If the form is not available 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 pupil tells you something.

If a pupil 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 school and most importantly by the children and young people.

APPENDIX G

Welton Primary School Child Protection Policy



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	tel	
*	*	*	

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 - Name & Address if different to child			Parental responsibility?

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.
(Expands to fit text)

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 H Welton Primary School Child Protection Policy

The role of the Designated Safeguarding Lead

Governing bodies, proprietors and management committees should ensure an appropriate **senior member** of staff, from the school or college **leadership team**, is appointed to the role of designated safeguarding lead.¹ The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead, this **lead responsibility** should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding

¹ When a school has a sole proprietor rather than a governing body, appropriate steps should be taken to ensure that the member of the senior leadership team who is appointed as designated safeguarding lead (DSL) is able to discharge that role with sufficient independence, particularly in relation to any allegations involving the proprietor or members of the proprietor's family. This may involve including in the appointment as DSL, written confirmation that part of the duties of the post involve contacting the Local Authority Designated Officer on any matter that the DSL considers cannot be properly dealt with internally. Consideration could also be given to providing the DSL with access to external advice from an appropriate company or legal service.

whether to make a referral by liaising with relevant agencies; and act as a source of support, advice and expertise for all staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.²
- 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 school's or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;³
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

- ensure the school's or college's child protection policies are known, understood and used appropriately;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) 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 school or college in this; and

² Full details in Chapter one of [Working Together to Safeguard Children](#).

³ Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Child protection records

Where children leave the school or college the designated safeguarding lead should 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 pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

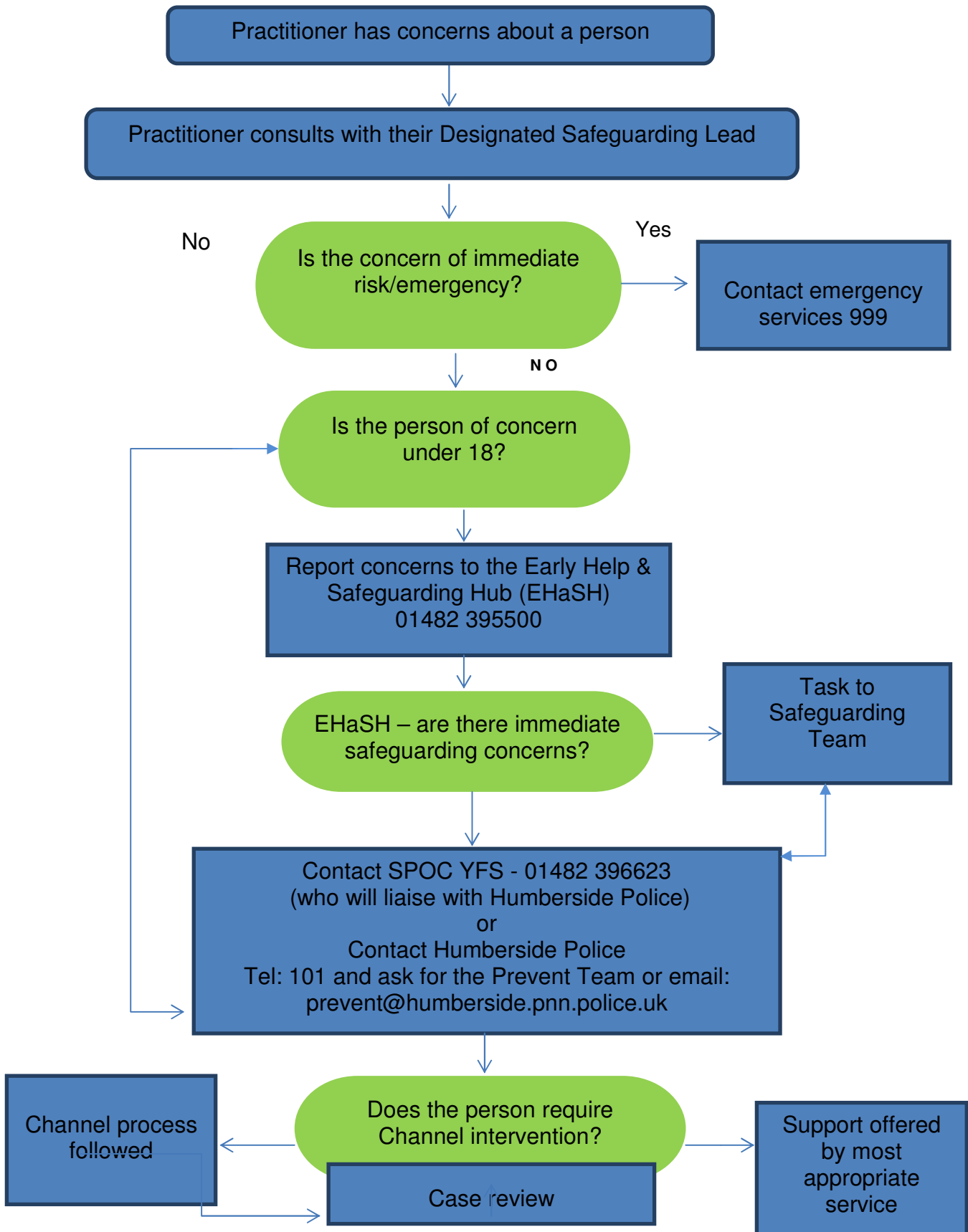
Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

APPENDIX I Welton Primary School Child Protection Policy

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



Early Help and Safeguarding Hub – 01482 395500
SPOC Youth and Family Support – 01482 396623

Humberside Police (non-emergency) – tel: 101
prevent@humberside.pnn.police.uk
Twitter - @HumbPolPrevent

National Counter Terrorism Hotline – 0800 789 321

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

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

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

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

Appendix J Welton Primary School Child Protection Policy

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.

Appendix K Welton Primary School Child Protection Policy

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

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

- drunk.
- under the influence of other drugs whether prescription or not.
- behaving in an irrational, aggressive or concerning way.

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

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

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

- 1) Staff concerned will alert senior staff and keep the child separate if possible.
- 2) Staff will talk to the adult and re - assess their ability to keep the child safe.
- 3) Consider contacting other authorised carers.
- 4) If not appropriate or not available and there is a perceived risk we will explain to the adult that CSC and the police are being contacted for advice and ask s/he to be patient & calm. The child will be supervised elsewhere in school if possible.
- 5) If it is not possible to avoid the adult taking the child and there are concerns for their safety and that of staff and others 999 will be called and EHaSH or EDT notified.