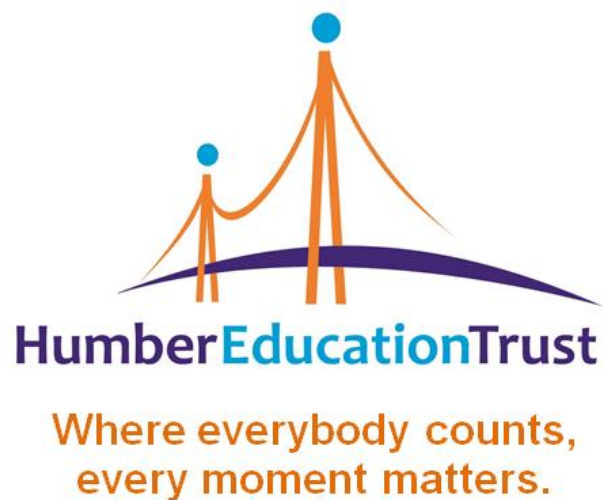


# Humber Education Trust

## Safeguarding Policy



Created By:	Mrs K Bradley
Approved By:	
Version:	2
Created on:	September 2017
Amended on:	September 2018
Next review date:	September 2019

## Contents

1. Preface
2. Mission Statement
3. Statement of Intent
4. National & Local Guidance
5. Safeguarding & Promoting Welfare & Child Protection.
6. Who Abuses Children?
7. What is Abuse & Neglect?
8. Recognition of harm
9. Managing Disclosures of Abuse
10. Records and Record Keeping
11. The Role of the Child Protection Co-ordinator
12. Seeking Consent for a Referral
13. Reporting Concerns or Allegations of Abuse
14. Making a Referral
15. Allegations Against Staff Members / Volunteers / Other Children
16. Seeking Medical Attention
17. Role of Governing Body
18. Staff & Volunteer Self Protection
19. Staff & Volunteer Self Protection
20. Staff & Volunteer Self Protection
21. Induction
22. Training
23. Contacts

## Statement

This policy should be read in conjunction with the following policies:

- **Keeping children safe in Education, September 2018 (particularly Part 1 and Part 5)**
- Anti – Bullying;
- Attendance
- Behaviour
- Confidentiality & Information Sharing
- Induction
- E Safety
- Looked After Children
- Positive Handling Plans
- Recruitment
- Single Equality
- Staff Code of Conduct
- Supporting Children with Medical Needs
- Whistle Blowing

## Sign Off

Approved By (print name):	Nicola Loten
Role Title:	Headteacher - Safeguarding Lead
Signature:	N Loten
Date:	September 2018

## 1 Preface

- 1.1 Effective safeguarding arrangements in every local area should be underpinned by two key principles:
- Safeguarding is everyone's responsibility for services to be effective each professional and organisation should play their full part, and
  - A child centred approach for services to be effective they should be based on a clear understanding of the needs and views of children

## 2 Mission Statement

- 2.1 Our strength lies in a common purpose: high aspirations, moral values, care and support; yet celebrates our individual uniqueness. We recognise that as every child needs different things to achieve the same end point, their full potential, so too do the schools that nurture and develop those children. One size does not fit all.
- 2.2 Our commitment stretches across the breadth of our community with children firmly at the heart of all that we do. We are outward looking, embracing links with other education providers and agencies as we all seek the best outcomes for children in our region.
- 2.3 We believe in innovative staff development opportunities at all levels, so that our teams enable our pupils and families to shine. We are passionate educators, both of ourselves and of others, prioritising resources to have the greatest impact, every minute of every day, on the children we serve.
- 2.4 We welcome challenge as this promotes positive change. Our determination to achieve the best outcomes for every individual, mean that we are relentless in our pursuit of excellence. Only the best is good enough.
- 2.5 **This policy is in line with the guidelines and procedures from the Hull Safeguarding Children's Board (Accessible via [hullscb.proceduresonline.com/](http://hullscb.proceduresonline.com/))**

### 2.6 Aims

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

### 2.7 Ethos

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

## 3 Statement of Intent

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

- 3.2 HET has a responsibility to protect and safeguard the welfare of children and young people they come into contact with. The need for guidelines and procedures is important to ensure that this is done with understanding and clarity.
- 3.3 Guidelines for PSHE address many issues which surround the safeguarding agenda. One of the most consistent messages is through PSHE, young people's learning supports the development of knowledge, understanding, skills and competencies, developing responsibility, helping children and young people to make informed judgements and make effective decisions.
- 3.4 HET will aim to protect and safeguard children and young people by;
- Ensuring that all staff / volunteers are carefully selected, trained and supervised as per national guidance 'Keeping Children Safe In Education' (September 2018).
  - Having an over-arching Safeguarding Policy and Procedure and regularly reviewing and updating this in line with national and local policy developments. This is done annually with the Trustees and all schools within the Trust.
  - Ensuring that all staff and volunteers are familiar with the Safeguarding Policy and Procedure as per the school's Induction Process for staff and volunteers. They are expected to read and sign that they have understood the policy within the school/s they work and are directed to the relevant Designated Safeguarding Lead (DSL).
  - Ensuring that all staff and volunteers attend appropriate Local Safeguarding Children's Board (LSCB) Child Protection Training. All staff will be trained to Level 1, including the school's Designated Safeguarding Governor (DSG).
  - The Trust's Safeguarding Lead is Kirsten Bradley.
  - Assessing the risk that children and young people may encounter and taking steps to minimise and manage this by ensuring that staff /volunteers adhere to the Professional Code of Conduct, Safeguarding Policy.
  - Ensuring that the Safeguarding Policy and procedures are disseminated to parents. The Safeguarding Policy is on all school's websites – and that this is kept up to date. Parents will be informed of any changes to the Policy via newsletters, Parents mail or a hard copy of the policy is available on request.
  - Letting parents, carers, children and young people know how to report concerns about a child, young person, staff member or volunteer to complain about anything that they are not happy about giving children, young people through the Trust Website and individual school websites.

## 4 National and Local Guidance

- 4.1 This Policy and Procedure should be read in conjunction with the Local Safeguarding Children Board (LSCB) Guidelines and Procedures. (Accessible via: <http://www.proceduresonline.com.hull.sch>).
- 4.2 Everyone who works with children including teachers, GPs, nurses, midwives, health visitors, early year's professionals, youth workers, police, Accident and Emergency staff, paediatricians, voluntary and community workers and social workers – has a responsibility for keeping them safe. (Working Together to Safeguard Children 2013)
- 4.3 The following national guidance should also be referred to.
- The Children Act (1989)
  - The Children Act (2004).
  - Working Together To Safeguard Children: A Guide to Inter-Agency Working To Safeguard and Promote The Welfare Of Children (July 2018).
  - Human Rights Act 1998
  - Criminal Justice & Court Services Act 2000
  - The Protection of Children Act 1999
  - The Sexual Offences Act 2003

- What To Do If You're Worried A Child Is Being Abused (HM Government 2015)
- Information Sharing: Guidance for practitioners and managers. (HM Government 2015)
- Keeping Children safe in Education (September 2018)

## **ORGANISATIONAL POLICIES –**

- Health & Safety Policy, Risk Assessments
- Recruitment & Selection of Staff / Volunteers
- Complaints & Disciplinary Policy
- Codes of Conduct
- Diversity & Equality Policy
- Staff Induction / Development / Supervision Policy
- Confidentiality & Information Sharing
- Anti-Bullying policy
- Whistle Blowing policy
- E-Safety policy
- Behaviour policy
- Medical Needs Policy
- Visitors to School Policy

## **5 Safeguarding & Promoting Welfare & Child Protection**

### **5.1 Safeguarding and promoting the welfare of children is defined as:**

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

### **5.2 Child Protection**

- Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm. Effective child protection is essential to safeguard and promote the welfare of children.
- However all agencies should aim to proactively safeguard and promote the welfare of children so that the need for action to protect from harm is reduced.

### **5.3 Early Help**

- It is important for children to receive the right help at the right time to address risk and prevent issues escalating. Therefore, within HET we aim to identify where early interventions are needed to support families in need by closely monitoring children and highlighting any emerging issues. If necessary, and with appropriate consent, information is shared and/or meetings are convened with other professionals to support effective early help assessments for the child and family.

### **5.4 Children in Need**

Children who are defined as 'in need', under section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health or development will be significantly impaired, without the provision of services. This includes those children with a disability.

### **5.5 Significant Harm**

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

## **6 Who Abuses Children?**

- 6.1 Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

## **7 What is Abuse and Neglect?**

- 7.1 Abuse and neglect are forms of maltreatment of a child or young person. 'Child' refers to anyone under the age of 18. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

7.2 PHYSICAL ABUSE:

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

7.3 EMOTIONAL ABUSE:

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

7.4 SEXUAL ABUSE:

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (eg rape, buggery or oral sex) or non-penetrative acts.

- 7.5 They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

7.6 NEGLECT:

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision

including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

## 8 Recognition of harm

- 8.1 The harm or possible harm of a child may come to your attention in a number of possible ways, including;
- Information given by the child, his/ her friends, a family member or close associate.
  - The child's behaviour may become different from the usual, be significantly different from the behaviour of their peers, be bizarre or unusual or may involve 'acting out' a harmful situation in play.
  - An injury which arouses suspicion because;
    - It does not make sense when compared with the explanation given.
    - The explanations differ depending on who is giving them (eg differing explanations from the parent / carer and child).
    - The child appears anxious and evasive when asked about the injury.
  - Suspicion being raised when a number of factors occur over time, for example, the child fails to progress and thrive in contrast to his/her peers.
  - Contact with individuals who pose a 'risk to children' relates to an individual that has been identified as presenting a risk or potential risk of harm to children. This can be someone who has been convicted of an offence listed in Schedule One of the Children and Young Person's Act 1933 (Sexual Offences Act 2003), or someone who has been identified as continuing to present a risk to children.
- 8.2 Substance misuse - The potential for a child to be harmed as a result of the excessive use of alcohol, illegal and controlled drugs, solvents or related substances may occur during a young person's life. The use of drugs or other substances by parents or carers does not in itself indicate child neglect or abuse, and there is no assumption that a child living in such circumstances will automatically be considered under the child protection procedures. It is important to assess how parental substance use impacts upon the children or young people in the family.
- 8.3 Mental Health – Mental illness in a parent or carer does not necessarily have an adverse effect on the child or young person but it is important to assess its implications for any children involved in the family. The adverse effects of parental mental illness on the child are less likely when parental problems are mild, last for a short period of time, are not associated with family disharmony, and where there is another parent or family member who can respond to the child's needs and offer protection. Where mental illness is accompanied by problem alcohol use, domestic violence or associated with poverty and social isolation, children are particularly vulnerable.
- 8.4 Domestic Violence – Children and young people can suffer directly and indirectly if they live in a household where there is domestic violence. It is likely to have a damaging effect on the health and development of children. The amendment made in section 120 of the Adoption and Children Act 2002 to the Children Act 1989 clarifies the meaning of harm to include, for example, impairment suffered from seeing or hearing the ill-treatment of another. This can include children witnessing violence in the home.



- 8.5 **Operation Encompass** - Operation Encompass is a Police and Education early intervention safeguarding partnership, which supports children and young people exposed to domestic abuse. Working together to safeguard children, the Police will inform each school's 'Key Adults' about any domestic abuse incident, where the child or young person has been present or exposed to domestic abuse. Information shared enables the academy to provide appropriate support through overt or silent intervention, dependent upon the needs and wishes of the child.
- 8.6 **Bullying** – This can be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking), verbal (e.g. racist or homophobic remarks, threats, name calling) and emotional (e.g. isolating an individual from activities and social acceptance of their peer group). The damage inflicted by bullying can be underestimated. It can cause considerable distress, to the extent that it can affect health and development and at the extreme significant harm.
- 8.7 **Online bullying** which is bullying through information and communication technologies, mediums such as mobile phone text messages, emails, phone calls, internet chat rooms, instant messaging, social networking websites such as Twitter, Facebook and Instagram. Online bullying is where technology is used to harass, threaten, embarrass, or target another person. (Refer to individual school's E–Safety policies).
- 8.8 **Child Sexual Exploitation (CSE)** is a form of sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity a) in exchange for something the victim needs or wants, and /or b) for the financial advantage of increased status or the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. The presence of any significant indicator for sexual exploitation should trigger a referral to EHaSH (Early Help and Safeguarding Hub, Hull).
- 8.9 **Significant indicators**
- Having a relationship of concern with a controlling adult or young person (this may or may not involve physical and/or emotional abuse and/or gang activity)
  - Entering and /or leaving a vehicle driven by an unknown adult
  - Possessing unexplained amounts of money, expensive clothes or other items
  - Frequenting areas known for risky activities
  - Being groomed or abused via the internet and mobile technology
  - Having unexplained contact with hotels, taxi companies and fast food outlets (Refer to HSCB guidance for practitioners)
- 8.10 **Radicalisation and Extremist behaviour**  
 Within HET we assist our children to become more resilient to the messages of violent extremists through creating an environment where all young people learn to understand others, value and appreciate diversity and develop skills to be able to debate. Through the balanced curriculum we offer to help young people learn and explore the values of different faiths in cultures. Where a member of staff has concerns regarding radicalism or extremist behaviour they must inform the DSL who will refer the concern to either EHaSH or Humberside Police
- 8.11 **Female Genital Mutilation** - Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. In addition, it is illegal for someone to arrange for a child to have this procedure. Therefore, if concerns are raised about the possibility of this taking place EHaSH and/or the Police will be notified. **Refer to the Home Office guidance - Mandatory Reporting of Female Genital Mutilation – procedural information, October 2015.**

### **8.12 Honour Based Violence**

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

Within HET we take HBV crime very seriously and deal with cases sensitively and confidentially. To this end we work collaboratively with external agencies to keep young people safe from harm.

### **8.13 Forced Marriages**

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

### **8.14 SEND**

We are an inclusive Trust and recognise that SEND children have exactly the same human rights to be safe from abuse and harm as NON SEND children. We actively try to remove any barriers to learning and participation that may disadvantage children.

We acknowledge that children with SEND are especially vulnerable to all types of abuse and are statistically more likely to be targeted due to difficulties that they may face in communicating what is happening to them.

- Staff should fully explore any indicators of possible abuse, and not assume that behaviour, mood or injuries are related to their disability.
- Staff recognise that SEND pupils are more prone to peer group isolation.
- Staff understand SEND pupils may be more susceptible to all forms of bullying and are more likely to be targeted due to difficulties they can face in communicating what has happened to them.

Therefore, we ensure that SEND children are responded to carefully when they have, or show signs of concern. We feel that it is particularly important that all staff and volunteers are fully informed and adequately trained in order to protect vulnerable groups.

### **8.15 Children Missing from Education**

Children are best protected by regularly attending school where they will be safe from harm and where there are professional to monitor their wellbeing. Within all the schools in HET we encourage the full attendance of all our pupils. Where schools have concerns that a child is missing from education we will follow the local authority protocols and refer to the Education Welfare Service, CME Officer who will make reasonable efforts to identify the child's whereabouts. The child will not be removed from our school roll until notified by the CME officer that is appropriate to do so.

### **8.16 Peer on peer abuse– Allegations against other pupils which are safeguarding issues**

HET believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Though our broad and balanced curriculum, we will educate pupils about keeping themselves safe, and how to build respectful relationships. However, occasionally,

allegations may be made against pupils by others, which are of a safeguarding nature. Although research shows that girls are more likely to be victims of peer on peer abuse, staff should remain open minded and acknowledge that this form of abuse can affect any pupil within our academy.

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

### **Bullying**

- If a child is suffering or at risk of significant harm, a bullying incident should be addressed as a child protection concern. Bullying can take different forms, including physical, verbal, cyber, racist, religious, cultural and homophobic bullying.

### **Domestic Abuse**

- Teenage relationships abuse involves controlling, coercive, threatening behaviour and violence. It can be psychological, physical, sexual, financial and/or emotional in nature.

### **Child Sexual Exploitation (CSE)**

- Defined as an individual or group taking advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity.

### **Harmful sexual behaviour**

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

### **Sexual Harassment**

- This is unwanted conduct of a sexual nature, which can include sexual comments, sexual "jokes" or taunting, physical behaviour or online sexual harassment.

### **Sexual Violence**

- This includes rape, assault by penetration or sexual assault, as defined by the Sexual Offences Act 2003.

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

## **8.16 Procedures for managing allegations of sexual harassment**

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

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

### **8.17 Procedures for managing allegations of sexual violence**

- When an allegation is made, the DSL should be informed immediately.
- A factual record must be made, but no attempts should be taken to investigate the circumstances, at this stage.
- If required, the DSL will contact EHaSH, or in cases where an alleged criminal offence has been committed, Humberside Police. Advice will be sought on how to proceed and academy will follow the recommended actions. Advice should also be taken on notifying the alleged perpetrator and parents of both parties.
- The Designated Safeguarding Lead will make an accurate record of the concern, the discussions, recommendations and any outcomes. A copy of the record will be retained.
- Pastoral support will be offered to all affected parties.
- It may be appropriate to exclude the pupil being complained about for a period of time, according to our behaviour policy.
- Where EHaSH nor the police accept the complaint, a thorough internal investigation should take place into the matter.
- In situations where the school/academy/college considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative supervision plan. This plan should be monitored and a date set for a follow-up evaluation.

### **8.18 Gang related violence**

- There are risks posed to children in relation to involvement in gang related activity which may be street gang, peer group or organised crime. Young people who are involved in gangs are more like to suffer harm themselves, through retaliatory violence, displaced retaliation, and territorial violence with other gangs or other harm suffered whilst committing a crime. In addition children may experience violence as part of an initiation or hazing practices.
- Early Help can be crucial in the early identification of children who may need additional support due to gang related activity and as such will provide an early help response when concerns are raised about indicators of gang activity.
- If, however information suggests a child may be at risk of significant harm due to gang related activity, a referral will be made to the Multi Agency Safeguarding Hub within Children's Social Care.
- Where there are concerns that a child or young person may be, or is at risk of becoming involved in gang related activity, a referral will be made panel in accordance with Local procedures as part of the safeguarding response.

## **9 Managing Disclosures of Abuse**

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

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

## **10 Records and Record Keeping**

10.1 Records should be kept

- When there are concerns about the welfare of a child

- When there is suspicion of significant harm to a child

10.2 Specific sensitive information about individual children is kept in locked conditions by the DSL and is only shared with staff directly involved.

## **11 The Role of the Designated Safeguarding Lead (DSL)**

11.1 Where there are concerns about the welfare of any child or young person all staff / volunteers have a duty to share those concerns with the DSL or nominated deputy DS.

### **11.2 The DSL is responsible for:**

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

11.3 The DSL, after receiving a referral, will act on behalf of each school in referring concerns or allegations of harm to EHaSH or the Humberside Police.

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

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

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

## **12 Seeking Consent for a Referral**

12.1 Professionals should speak in general to discuss any concerns with the family (including the child where appropriate) and where possible seek their agreement to making referrals to EHaSH. This should only be done where such discussion and agreement seeking will not place the child at an increased risk of significant harm.

12.2 So in general where concerns about a child relate to Section 17 children 'in need' (Children Act 1989) consent should be sought from the parents, carer or children where appropriate prior to a referral being made to EHaSH.

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

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

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

### **13 Reporting Concerns or Allegations of Abuse**

- 13.1 A member of staff or volunteer must report any concerns or allegation of harm immediately to the designated DSL. In the absence of the DSL the matter should be reported to the person identified as their deputy. In the event of neither of these individuals being available the matter should be reported through the line management. In the unlikely event of management not being available the matter should be reported directly to the appropriate EHaSH or Humberside Police. In the case of it being out of hours the Immediate Help Team should be contacted (SEE CONTACT DETAILS).

### **14 Making a Referral**

- 14.1 Referrals of all children in need, including those where there are child protection concerns will be made to;
- Hull - To Children's Social Care (448879) – Early Help and Safeguarding Hub (EHaSH), or Humberside Police
  - East Riding – By telephoning the Call Centre/Children's Social Care or Police Family Protection Team
  - Out of Hours – relevant Immediate Help Team.
  - All referrals made by telephone need to be followed up in writing within 48 hours.
- 14.2 The DSL should make the referral as appropriate. The referrer should be prepared, where possible, to give the following information;
- The nature of your concerns / allegation.
  - Whether the child will need immediate action to ensure their safety.
  - Are the parents aware of the concerns? Has consent for the referral been sought? If not, the reasons for this?
  - Factual information about the child and family, including other siblings.
  - The nature of your involvement with the family.
  - Other professionals involved with the family.
  - The source of your referral, is it based on your own assessment of the needs of the child, a reported allegation or disclosure, or has the concern been reported to you by another person, if so who?
  - Child's current whereabouts and when they were last seen
- 14.3 If you consider the child suffering or at risk of suffering significant harm, who is the source of that harm and their current whereabouts?

### **15 Allegations against Staff Members / Volunteers / Other Pupils**

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

- 15.3 In the case that the concern or allegation relates to the Head teacher, the DSL or a member of the school leadership team the Chair of Governors should be contacted. The Chair of Governors will report the matter to the LADO.
- 15.4 In cases where there is an immediate risk to any child or young person the information must be passed to the EHASH or Humberside Police as soon as possible.
- 15.5 An allegation is defined as where it is alleged that a person who works with children has:
- Behaved in a way that has harmed a child or may have harmed a child;
  - Possibly committed a criminal offence against or related to a child; or
  - Behaved towards a child or children in a way that indicates she/he is unsuitable to work with children.
- 15.6 Responding to a complaint or an allegation  
The person to whom an allegation or concern is reported should not question the child or investigate the matter further and should:
- Treat the matter seriously,
  - Avoid asking leading questions and keep an open mind,
  - Communicate with the child (if the complaint) in a way that is appropriate to the child's age, understanding and preferred language or communication style.
  - Make a written record of the information (where possible in the words a child used), including
    - When the alleged incident took place (time and date)
    - Who was present (witnesses)
    - What was said to have happened
  - Sign and date the written record,
  - Report the matter immediately to the Local Authority Designated Officer directly.
- 15.7 NB. Children/young people must not be asked to produce or sign any statement. This could undermine any potential investigation.
- Under the Education Act 2011, it is a criminal offence to publish material that may lead to the identification of the teacher who is subject to an allegation before they are charged. This legislation applies to all stakeholders and parents/carers, and includes any form of disclosure which is addressed to the public at large or any section of the public ie social networking sites, speaking to the press, playground or staff room gossip etc.
- 15.8 HET fully adheres to the Department for Education, Keeping Children Safe in Education, 2018.
- 15.9 In cases where there is an immediate risk to any child or young person, the information must be passed to Local Authority Children's Social Care or the Police, as soon as possible.

## 16 Seeking Medical Attention

- 16.1 If a child has a physical injury and there are concerns about abuse;
- If Emergency medical attention is required then this should be sought immediately by phoning for an ambulance. You should then follow the procedures for referring a child protection concern to Local Authority Children's Social Care.

## 17 Role of the Governing Body

- 17.1 The Safeguarding Lead for HET is Kirsten Bradley, however each school will have their own identified Designated Safeguarding Governor (DSG).

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

## **18 Staff & Volunteer Self Protection**

- 18.1 Adherence to guidelines on self-protection for staff and volunteers working with children and young people can avoid vulnerable situations where false allegations can be made.
- 18.2 These could include:
- To avoid situations where a staff member or volunteer is on their own with a child.
  - In the event of an injury to a child, accidental or not, ensure that it is recorded and witnessed by another adult in the organisations accident book/system (ie Filing Cabinet within Administration Office or on an electronic platform such as Airsweb).
  - Keep written records of any allegations a child makes against staff and volunteers and report in line with the Safeguarding Policy.
  - If a child or young person touches a staff member or volunteer inappropriately record what happened immediately and inform the DSL.

## **19 Code of Practice**

- 19.1 Staff / Volunteers / children should always;
- Take all allegations, suspicions or concerns about abuse that a young person makes seriously (including those made against staff) and report them through the procedures.
  - Provide an opportunity and environment for children to talk to others about concerns they may have.
  - Provide an environment that encourages children and adults to feel comfortable and confident in challenging attitudes and behaviours that may discriminate others.
  - Risk assess situations and activities to ensure all potential dangers have been identified.
  - Treat everyone with dignity and respect.
- 19.2 Staff /Volunteers /Children should not;
- Permit or accept abusive or discriminatory behaviour.
  - Engage in inappropriate behaviour or contact in or outside of school.
  - Use inappropriate or insulting language.
  - Show favouritism to anyone.
  - Undermine or criticise others.
  - Give personal money.



### 19.3 **Mobile phones and cameras:**

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

### 19.4 **Whistle Blowing**

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

## 20 **Recruitment & Selection**

- 20.1 It is important when recruiting paid staff and volunteers to adhere to the organisations recruitment policy. This will ensure potential staff and volunteers are screened for their suitability to work with children and young people.
- 20.2 All paid staff and volunteers with access to children and young people or sensitive information relating to children will be required to undertake an enhanced Disclosure and Barring Service (DBS) check.
- 20.3 Staff and volunteers working directly with children or with access to sensitive information will required to complete LSCB Child Protection Training. Their training will be reviewed in supervision.
- 20.4 All staff and volunteers will be required to read the Child Protection Policy and Part 1 of Keeping Children Safe in Education. This will be reviewed to ensure up to date knowledge.
- 20.5 All staff and volunteers to complete an application form, including details of previous employment, details of any conviction for criminal offences (including spent convictions under the Rehabilitation of Offenders Act 1974), agreement for a enhanced DBS check, permission to contact two referees, including their current or most recent employer (which should be taken up).
- 20.6 The potential staff member or volunteer will be interviewed for their suitability for the post through safer recruiting selection process.
- 20.7 Staff and volunteers will have a period of induction where they will complete any induction training and access internal policies.
- 20.8 A person who is barred from working with children or vulnerable adults will be breaking the law if they work or volunteer, or try to work or volunteer with those groups. If the Trust knowingly employs someone who is barred to work with those groups they will also be breaking the law. If there is an incident where a member of staff or volunteer has to be dismissed because they have harmed a child or vulnerable adult, or would have been if they had not left, the Trust will notify the DBS.
- 20.9 [Childcare Disqualification Requirements 2009](#)

HET adheres to the DfE guidance 'Keeping Children Safe' document, detailing the legal requirements for 'Childcare Disqualification' checks to be carried out on relevant staff and volunteers working with children. HET will not continue to employ an individual who is disqualified in connection with early or later years childcare provision, nor will a disqualified individual provide or be directly concerned in the management of such provision unless they have received a waiver from Ofsted which covers the role that they wish to undertake. However, this does not imply that individuals are prevented from working in a school in any other setting.

## 21 Induction

- 21.1 When new staff join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of the school's safeguarding policy, Part 1 of Keeping Children Safe in Education and told the names of the DSL/ deputy DSL.
- 21.2 Every new member of staff will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality. The induction will also remind staff of their responsibility to safeguard all children at our school and the remit of the role of the DSL.
- 21.3 All volunteers and temporary staff to our school will be provided with the same level of information in relation to safeguarding.

## 22 Training

- 22.1 The DSL undertakes specific inter-agency training on appointment which enables them to work in partnership with other agencies, and gives them the knowledge and skills needed to fulfil their role. In order to maintain their knowledge and skills the DSL undertakes refresher training at two yearly intervals.
- 22.2 All staff have basic child protection training that equips them to recognise and respond to child welfare concerns. The school maintains a record of child protection training which includes teaching and non-teaching. Every staff member undertakes appropriate refresher training every three years.
- 22.3 **If appropriate**  
Our Trustees will also undertake appropriate training to ensure they are able to carry out their duties to safeguarding pupils and staff within our Trust.

## 23 Contacts

<u>Hull Children's Social Care (Local Authority)</u>	
Early Help and Safeguarding Hub (EHaSH)	(01482 448879
Emergency Duty Team	(01482)300304
Child Protection Administrator	(01482)790933
Local Authority Designated Officer	(01482)790933
Police Public Protection Unit	(01482)307220
Hull Safeguarding Children's Board	(01482) 379090

**In line with the guidance of KCSIE (2018) it is expected that schools adopt the HET-wide Safeguarding policy, but then also have their own school policy which is more specific to the school and outlines their DSL and any school-specific reporting procedures ie the use of CPOMS.**