Safeguarding Policy

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Role Title:	CEO
Signature:	
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1   INTRODUCTION

1.1.   Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play ensuring children and young people are <u>safe from abuse, exploitation and harm</u>. HET schools are committed to safeguarding children and aims to create a culture of vigilance.

1.2.   Our pupils' welfare is our paramount concern. The local governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.

1.3.   Each of our schools are a community and all those directly connected, staff members, governors, parents, families and pupils, have an essential role to play in making it safe and secure for all.

1.4.   This policy is written for all schools in Humber Education Trust (HET). Each school has locally agreed procedures for managing safeguarding. Our safeguarding polices and procedures should be read in conjunction with the Hull Safeguarding Children's Partnership (HSCP) safeguarding Policies and Procedures (https://hullscb.proceduresonline.com/). These are in keeping with relevant national procedures and reflect what the partnership considers to be safe and professional practice in this context.

2   OUR ETHOS:

2.1   We believe that our schools should provide a caring, positive, safe and stimulating environment that promotes the social, physical, spiritual and moral development of the individual child; enabling all children to thrive.

2.2   We recognise the importance of providing an environment within our school that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to. We recognise that both mental and physical health are relevant to safeguarding and the welfare of children

2.3   We recognise that all adults within the school, including permanent, supply staff, temporary staff, volunteers, parents and governors, have a full and active part to play in protecting our pupils from harm.

2.4   We will work with parents to build a solid understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

3   SCOPE

3.1   In line with the law, this policy defines a child as anyone under the age of 18 years but in the case of SEN it is up to 25 years of age.

3.2   This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

3.3   This policy applies to all learners in all HET schools.

4   THE LEGAL FRAMEWORK AND LINKS TO OTHER HET POLICIES

4.1   Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make arrangements for

ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.

4.2 Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to co-operate with the local authority to improve the well-being of children in the local authority area.

4.3 Under section 14B of the Children Act 2004, the Local Safeguarding Children Partnership can require a school or further education institution to supply information in order to perform its functions. This must be complied with.

4.4 This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

- Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, July 2018:

- *https://www.gov.uk/government/publications/working-together-to-safeguard-children--2*

- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2020

- *https://www.gov.uk/government/publications/keeping-children-safe-in-education--2*

- *Sexual violence and harassment between children in schools and colleges, May 2018*

- Sexual violence and sexual harassment between children in schools and colleges (publishing.service.gov.uk)

4.5 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 2018)

4.6 The following national guidance should also be referred to.
- The Children Act (1989)
- The Children Act (2004).
- Working Together To Safeguard 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 2020)
- Voyeurism (Offences) Act 2019
- Criminal exploitation of children and vulnerable adults: county lines (Home Office - September 2018)
- Teaching online safety in school (DfE June 2019)

4.7   The following policies must also be referred to:

- Attendance
- Relationships and Sex Education Policy
- Health & Safety Policy, Risk Assessments
- Safer Recruitment & Selection of Staff / Volunteers
- Complaints & Disciplinary Policy
- Codes of Conduct
- Diversity & Equality Policy - Single Equality
- Staff Induction / Development / Supervision Policy / Staff Code of Conduct,
- Data Protection Policy - Confidentiality & Information Sharing
- Anti-Bullying policy
- Whistle Blowing policy
- E-Safety policy
- Behaviour policy / Positive Handling Plans
- Medical Needs Policy
- Visitors to School Policy
- SEND / Looked After Children /Supporting Children with Medical Needs

5 ROLES AND RESPONSIBILITIES

5.1 Humber Education Trust board will ensure structures are in place so all children and young people are safeguarded across the Trust and academy. Humber Education Trust (HET) has a Safeguarding trustee, **Paul Brown**.

5.2 The school has a nominated governor responsible for safeguarding, **INSERT**. They will champion good practice, provide critical challenge, liaise with the Head teacher and provide information and reports to the governing body. The local governing body will ensure the school:

- 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.
- operates safe recruitment procedures by making sure all appropriate checks are carried out on new staff, volunteers and parents who work with children.
- keeps and maintains a Single Central Record of all staff checks (including students on placement, and supply staff)
- has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance issued by the DfE and Hull Safeguarding Children Board
- has a member of the Governing Body (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.
- ensures Relationships and Sex Education curriculum provides opportunities for issues relating to safeguarding to be covered.

5.3 Humber Education Trust (HET) has trust-wide Safeguarding Lead, **Kirsten Bradley**. The HET Safeguarding Lead is responsible for developing overarching safeguarding policies, monitoring and reporting safeguarding arrangements in all schools and leading the DSL network group.

5.4 The schools lead person with overall responsibility for child protection and safeguarding is the Designated Safeguarding Lead (DSL). At our school the DSL is **INSERT**. To ensure that there is appropriate cover for this role at all times we also have one deputy DSL, **INSERT**. The DSL's responsibilities are described in Appendix A.

5.5 The Head teacher will ensure that the DSL is a member of the school's leadership team and their role of DSL will be explicit in their job description. The Head teacher will ensure that the DSL will have the appropriate authority and 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 interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. The DSL's lead responsibility will not be delegated.

5.6 The school has a Designated Teacher who is responsible for promoting the educational achievement of children who are looked after. At our school the Designated Teacher is **INSERT**. They will work with the Virtual School Head teacher to discuss how available funding can be best used to support the progress of looked after children and meet the needs identified in the child's personal education plan.

5.7 The case manager for dealing with allegations of abuse made against school staff members is the Head teacher. The case manager for dealing with allegations against the Head teacher is the chair of governors.

5.8 The Head teacher will ensure that the policies and procedures adopted by the trust/governing body are fully implemented, and resources and time are allocated to enable staff to discharge their safeguarding responsibilities.

5.9   The governing body is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.

5.10   All staff members, governors, volunteers and external providers are responsible for knowing how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child.

6   SUPPORTING CHILDREN AND YOUNG PEOPLE

6.1   Our schools will support all pupils by:

- ensuring the content of the curriculum includes social and emotional aspects of learning;
- ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly at school and at home;
- filtering and monitoring internet use, to safeguard from potentially harmful and inappropriate online material;
- ensuring that safeguarding is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to;
- providing pupils with appropriate adults to approach if they are in difficulties;
- supporting the child's development in ways that will foster security, confidence and independence;
- encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying;
- liaising and working together with other support services and those agencies involved in safeguarding children;
- monitoring children who have been identified as having welfare or safeguarding concerns and providing appropriate support;
- ensuring that all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate;
- ensuring that all staff understand the additional safeguarding vulnerabilities for certain groups of children or, and how to address them.

6.2   Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- 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 at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse; is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered child.

6.3   We are an inclusive Trust and recognise that **SEND children/young people** 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/young people.

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.

6.4   Children who have a social worker due to safeguarding or welfare needs may be vulnerable to further harm due to experiences of adversity and trauma, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and positive mental health. Our school will identify the additional needs of these children and provide extra monitoring and pastoral support to mitigate these additional barriers.

6.5   Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where it is known that children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can impact on their mental health, behaviour and education. Our school will identify the additional needs of these children and provide extra monitoring and pastoral support to mitigate these additional barriers. Where necessary, referrals will be made to mental health professionals for further support.

6.6   Our school is a part of Operation Encompass and we will support individual children as necessary when we receive a notification of an incident of domestic abuse.

https://www.operationencompass.org/ National Helpline on 0204 513 9990 Monday to Friday, 8-11.00am

6.7   Our school takes a trauma informed approach to supporting children, considering their lived experience, and factoring this into how we can best support them with their welfare and engage them with their learning.

7   SAFEGURDING & WELFARE & CHILD PROTECTION

7.1   Safeguarding and promoting the welfare of children is defined as:
- protecting children from maltreatment.
- preventing impairment of children's mental and physical 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.

7.2   Child Protection is defined as:
- 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.

7.3   Early Help is defined as:
- It is important for children to receive the right help at the right time to address risk and prevent issues escalating.   Therefore, at all HET schools 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.

7.4   Children in Need is defined as:
- 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.

7.5   Significant Harm is defined as:
- 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.

8 WHAT IS ABUSE AND NEGLECT?

8.1 Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

8.2 PHYSICAL ABUSE:
Physical abuse is a form of abuse which 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.

8.3 EMOTIONAL ABUSE:
Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may 9 involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

8.4 SEXUAL ABUSE:
Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

8.5 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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

9 EARLY IDENTIFICATION OF ABUSE AND NEGLECT – ROLE OF ADULTS WORKING WITH CHILDREN / YOUNG PEOPLE

9.1 Section 8 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 have a duty to report any concerns about harm in accordance with the Hull Safeguarding Children Partnership, Guidelines & Procedures.

9.2 Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

9.3 All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

9.4 All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

10 RECOGNITION OF HARM

10.1 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; o 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.

10.2 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.

10.3 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 abuse or associated with poverty and social isolation, children are particularly vulnerable.

10.4 Child mental health concerns can, in some cases, be an indicator that he/she has suffered or is at risk of suffering abuse, neglect or exploitation. Where it is known that children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can impact on their mental health, behaviour and education. HET schools will identify the additional needs of these children and provide extra monitoring and pastoral support to mitigate these additional barriers. Where necessary, referrals will be made to mental health professionals for further support.

10.5 Domestic abuse – Children and young people can suffer directly and indirectly if they live in a household where there is domestic abuse. It is likely to have a damaging effect on the health and development of children. 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.

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.

10.6 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.

10.7 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 and DfE 2019 – Teaching online safety in school).

10.8 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are both forms of abuse. They occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or

enticement-based methods of compliance and may, or may not, be
accompanied by violence or threats of violence. Victims can be exploited even when activity
appears consensual and it should be noted exploitation as well as being physical can be
facilitated and/or take place online.

The presence of any significant indicator for exploitation should trigger a referral to EHaSH
(Early Help and Safeguarding Hub, Hull).

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 (refer to DfE 2019 –
  Teaching online safety in school).
- Having unexplained contact with hotels, taxi companies and fast food outlets (Refer to
  HSCP guidance for practitioners)

10.9   Radicalisation and Extremist behaviour - W 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

The Prevent Duty - All schools and colleges are subject to a duty under section 26 of the
Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to
have "due regard to the need to prevent people from being drawn into terrorism". This duty is
known as the Prevent duty. The Prevent duty should be seen as part of schools' and colleges'
wider safeguarding obligations. Designated safeguarding leads and other senior leaders must
familiarise themselves with the revised Prevent duty guidance: for England and Wales,
especially paragraphs 57-76, which are specifically concerned with schools. The guidance is set
out in terms of four general themes: risk assessment, working in partnership, staff training, and
IT policies.

10.10   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.**

10.11 Honour Based Violence - 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.

HET 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.

10.12 Forced marriage - 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.

10.13 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.

Young people can also be exploited by gangs to move and sell drugs on their behalf in suburban areas, market towns and coastal regions. This criminal activity is known as 'county lines', as young people travel to different regions where they're unknown to the police and can therefore operate undetected (Home Office - Criminal exploitation of children and vulnerable adults: county lines September 2018).

Significant indicators
- persistently going missing from school or home, or being found out-of-area
- unexplained acquisition of money, clothes, or mobile phones
- excessive receipt of texts or phone calls
- relationships with controlling, older individuals or gang association
- leaving home or care without explanation
- suspicion of self-harm, physical assault or unexplained injuries
- parental concerns
- significant decline in school performance
- self-harm or significant changes in emotional well-being

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.

Prevent
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.

10.14 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. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'

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) and Child criminal Exploitation (CCE) - 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/criminal 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.

- Voyeurism - This includes the act of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission, known as 'up-skirting', as defined by the Voyeurism (Offences) Act 2019.

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.

When reports of sexual violence or sexual harassment are made, the school will act in accordance with **Part 5 of Keeping Children Safe in Education (2020).**

All HET Schools will carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's initial response.

Important considerations will include:
• the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
• the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
• the ages of the children involved;
• the developmental stages of the children involved;

• any power imbalance between the children. For example, is the alleged
perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
• if the alleged incident is a one-off or a sustained pattern of abuse;
• are there ongoing risks to the victim, other children, adult students or school or college staff; and
• other related issues and wider context.

Peer on peer abuse - procedures for managing allegations of sexual harassment
Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviour and provide an environment that may led to sexual violence.

- When a report of sexual harassment is made, a factual record should be made.
- The victim will be reassured that they are being taken seriously and that they will be supported and kept safe. The victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. The victim must not be made to feel ashamed for making a report.
- The DSL should be made aware immediately, and along with Senior Leaders, a decision made on most appropriate course of action, as per the school's Anti-Bullying or Behaviour policy. It is important to take into account the wishes and feeling of the alleged victim.
- Parents of all the children concerned will be contacted and informed of the nature of the incident.
- Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:
  - • the victim, especially their protection and support;
  - • the alleged perpetrator; and
  - • all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them.
- 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.

Peer on peer abuse - Procedures for managing allegations of sexual violence
- When an allegation is made, the DSL should be informed immediately.
- The victim will be reassured that they are being taken seriously and that they will be supported and kept safe. The victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. The victim must not be made to feel ashamed for making a report.
- 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.
- When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. The risk and needs assessment should consider:
  - • the victim, especially their protection and support;
  - • the alleged perpetrator; and

> • all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them.

- 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.

Specialist support for a pupil who is a victim of sexual violence

All HET schools will consider the proportionality of their response. Support will be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.

Support can include:
• Working with safeguarding partners to refer the pupil to a *Children and Young People's Independent Sexual Violence Advisor (ChISVAs)* in order to provide specialist emotional and practical support for victims of sexual violence. Contact details for *ChISVAs* can be found at Rape Crisis and The Survivors Trust.
• Child and adolescent mental health services (*CAMHS*).
• *Rape Crisis Centre's* can provide therapeutic support for children who have experienced sexual violence.
• *Internet Watch Foundation* (to potentially remove illegal images)

10.15 Homelessness - Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17- year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

10.16 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. All HET schools encourage the full attendance of all our pupils. HET will work with parents, carers and other partners to keep children in school whenever possible.

Where schools have concerns that a child is missing form 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. (Ref: Attendance policy and Local Authority CME protocols).

10.17 <u>Ensuring pupils stay safe online</u>
The use of technology has become a significant component of many safeguarding issues. All HET schools have a separate E Safety Policy which covers this area of work. This policy includes details of how internet use at school is filtered and monitored and how we teach children to stay safe online whether they are at school or at home. The DfE (Teaching online safety in schools - June 2019) provides non-statutory guidance.

Potential risks of technical aspects that could leave pupils vulnerable if not understood include:
- Inappropriate content for age of the child
- How content is used and shared, including illegal content
- Disinformation, misinformation and hoaxes
- Fake website and scam emails
- Fraud (online)
- Password phishing
- Loss/misuse of personal data
- Persuasive design to keep children using devices/apps/games for longer

Potential risks of online activity that could adversely affect a pupil's personal safety or the personal safety of others online include:
- Abuse (online)
- Inappropriate challenges, including 'chain letter' style challenges
- Content which incites violence
- Fake profiles
- Grooming
- Live Streaming
- Pornography
- Unsafe communication

Potential risks of online activity that could adversely affect a pupil's well-being include:
- Impact on body confidence
- Physical, mental health and relationships
- Suicide, self-harm and eating disorders

10.18 <u>Private fostering</u> occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

The school or college should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

11 DEALING WITH A DISCLOSURE MADE BY A CHILD – PROCEDURES FOR ALL MEMBERS OF STAFF

11.1 If a child discloses that he or she has been harmed in some way, the member of staff or volunteer should follow this guidance:

Receive - Listen actively, open body language, accept, non-judgmental. Use TED (tell, explain, describe)

Reassure - 'You've done the right thing by coming to me', re-assure child that you have listened and hear what they are saying; don't promise what can't be delivered

Respond - Tell what you are going to do and do it. Ensure child is ok before leaving

Report - As soon as possible, to the Designated Senior Lead (DSL) in school

Record - Vital – facts, no opinions – When? Where? Who? What?

Review – Take responsibility to follow up any referral with a DSL

In addition:
- Inform the Designated Safeguarding Lead without delay and follow safeguarding process
- Provide support / safe place for the child when required at school.
- Complete the Safeguarding incident/welfare concern log – recorded in CPOMS.

Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

Further information about what to do if you are worried that a child is being abused is available here in advice for practitioners:

https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

12 RECORDS AND RECORD KEEPING

12.1 Each HET school has their own safeguarding procedures – see Appendix B. However, all HET schools will ensure the following:

- CPOMS records should be kept:
  - When there are concerns about the welfare of a child
  - When there is suspicion of significant harm to a child

- Specific sensitive information about individual children is kept in locked conditions by the DSL and is only shared with staff directly involved.
- Schools will have <u>at least two</u> emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home in order to reduce the risk of not making contact with family members where welfare and/or safeguarding concerns are identified. (Keeping Children Safe in Education 2020).

12.2 CPOMS (Child Protection Online Management System) is a software application for monitoring and management of safeguarding, child protection, behaviour, bullying, attendance, well-being and home issues. CPOMS is a recording system which enables staff to record issues or concerns. This is an effective way of identifying any emerging patterns, which may require additional interventions. Every member of staff has a statutory responsibility to report any safeguarding concerns relating to pupils at our school, which should be uploaded onto CPOMS.

13   REFERRALS - THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD (DSL)

13.1 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. 'NPCC – When to call the police' will help the DSL to understand when they should consider calling the police and what to expect when they do.
(https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf).

13.2 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.

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

13.4 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.

14 SEEKING CONSENT FOR A REFERRAL

14.1 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.

14.2 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.

14.3 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.

14.4 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.

14.5 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.

15   REPORTING CONCERNS OF ALLEGATIONS OF ABUSE

15.1 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).

16   MAKING A REFERRAL

16.1 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.

16.2 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

16.3 If you consider the child suffering or at risk of suffering significant harm, who is the source of that harm and their current whereabouts?

17   MANAGING ALLEGATIONS AGAINST STAFF MEMBERS / VOLUNTEERS / OTHER PUPILS / SUPPLY TEACHERS / CONTRACTORS

17.1 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.

17.2 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.

17.3 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.

17.4 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.

17.5 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 (01482) 790933. The Head teacher will consider all allegations against an individual not directly employed by, where disciplinary procedures do not fully apply, (for example, supply teachers provided by an employment agency) and ensure allegations are dealt with properly.

17.6 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 i.e. social networking sites, speaking to the press, playground or staff room gossip etc.

17.7 HET fully adheres to the Department for Education, Keeping Children Safe in Education, 2020.

18   SEEKING MEDICAL ATTENTION

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

19 STAFF AND VOLUNTEER SELF-PROTECTION

19.1 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.

19.2 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.

20 CODE OF PRACTICE

20.1 **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.

20.2 **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.

20.3 **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.

20.4 **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 wellbeing 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

21 RECRUITMENT AND SELECTION

21.1 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.

21.2 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.

21.3 Staff and volunteers working directly with children or with access to sensitive information will required to complete Hull Safeguarding Children Partnership (HSCP) Child Protection Training or equivalent online training.

21.4 All staff and volunteers will be required to read the Child Protection Policy and Part 1 of Keeping Children Safe in Education (2020). This will be reviewed to ensure up to date knowledge.

21.5 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 an enhanced DBS check, permission to contact two referees, including their current or most recent employer (which should be taken up).

21.6 The potential staff member or volunteer will be interviewed for their suitability for the post through safer recruiting selection process.

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

21.8 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.

21.9 Childcare Disqualification Requirements 2009
HET adheres to the DfE guidance Keeping Children Safe in Education 2020 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 year's 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.

22   INDUCTION

22.1 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 2020 and told the names of the DSL/ deputy DSL.

22.2 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.

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

23   TRAINING

23.1 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.

23.2 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.

23.3 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.

24   RESOLVING INTER-AGENCY DISAGREEMENTS

- In the event of an inter-agency disagreement, a timely resolution will be sought by all HET schools. All Hull-based HET Schools follow the Hull Safeguarding Children Partnership (HSCP) Guidelines (https://hullscb.proceduresonline.com/chapters/p_resolving.html). This will ensure all HET schools continue to work in the best interest of children and families.
- In the event of a disagreement reaching 'Stage 3 – Escalating Concerns', the line management reporting structure within HET is 1) Head teacher 2) Deputy CEO 3) CEO.

25   CONTACTS

- Hull Children's Social Care (Local Authority)
- 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 Partnership   (01482) 379090

In line with the guidance of KCSIE (2020) 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 – Appendix B.

Appendix A The role of the Designated Safeguarding Lead

1.1 Managing referrals

The designated safeguarding lead will:

- Refer cases of suspected abuse or harm to Children's social care as required.

- Support staff who make referrals to 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.

- Refer cases where a crime may have been committed to the Police as required, using the 'NPCC-When to call the police' guidance to inform this decision.

- Liaise with agencies providing early help services and coordinate referrals from the school to targeted early help services for children in need of support. Monitor any cases referred to early help and consider referral to children's services where the situation does not improve.

1.2 Work with others

The designated safeguarding lead will:

- Liaise with the Head teacher to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations

- As required, liaise with the "case manager" 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 SEND in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.

- Act as a source of support, advice and expertise for all staff.

- Cooperate with Children's Social Care for enquiries under section 47 of the Children Act 1989.

- Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.

- Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.

- Play a pivotal role in multi-agency safeguarding arrangements.

1.3 Training

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

The DSL will undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other DSLs, 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:

- Have a working knowledge of how Children's social care 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 safeguarding policy and procedures, especially new and part time staff.

- Organise whole school safeguarding and child protection training for all staff members regularly; provide updates at least annually. Ensure staff members who miss the training receive it by other means, e.g. by joining another schools training.

- Are alert to the specific needs of children in need, those with special educational needs and young carers.

- Can keep detailed, accurate, secure written records of concerns and referrals.

- Understand and support the school with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation.

- Can understand the unique risks associated with online safety (including when children are online at home) 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.

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

- Maintain accurate records of staff induction and training.

1.4 Raise Awareness

The designated safeguarding lead will:

- Ensure the schools safeguarding and child protection policies are known, understood and used appropriately.

- Ensure the schools safeguarding and child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this.

- Ensure the safeguarding and child protection policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this.

- Make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

- Help promote stronger educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced with teachers and school leadership staff.

- This will include ensuring that the school, and staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

- Ensure that staff understand that children who have a social worker due to safeguarding or welfare needs may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning behaviour and positive mental health.

- Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absences or missing education where there are known safeguarding risks) and promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

- Ensure that staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-today and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

1.5   Child protection file

Where children leave the school the DSL will ensure their safeguarding and child protection file is transferred to the school 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 should ensure key staff such as DSLs and SENCOs or the named person with oversight for SEND in colleges, are aware as required.

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

1.6   Availability

During term time the DSL or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns.

Where any activities take place outside of regular school hours, the school will ensure that a DSL is available to be contacted during this time.

Appendix B – School Specific Safeguarding Procedures

To be inserted by school

Appendix C - COVID-19 Annex to Safeguarding Policy

- This is an annex to the School's Safeguarding Policy which has regard to the Department for Education's Guidance for full opening: schools, Safeguarding and remote education during coronavirus (COVID-19) and the statutory guidance Keeping children safe in education (KCSIE) Sept 2020.

- The Trust/School has updated the main body of the Policy to incorporate the changes made to the new version of KCSIE 2020 which will be in force from 1st September 2020. This annex includes the COVID-19 related safeguarding arrangements in place in the autumn term (and, where appropriate, changes to other School policies).

- The DSL will keep the Policy and this annex under review. The School will ensure that all staff and volunteers are aware of this annex and future revisions, which will be published on the School's website.

Arrangements in place to support staff in identifying new concerns as children return to school

- The School will ensure that the DSL and deputy DSL(s) has sufficient additional time, especially in the first few weeks of term, to provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate.
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SCHOOLS TO ADD IN OTHER ACTIONS TAKEN LOCALLY

The DfE's interim safeguarding guidance Coronavirus (COVID-19): safeguarding in schools, colleges and other providers was withdrawn at the end of the summer term. Schools are now expected to reopen on a full time basis to all pupils from the beginning of the autumn term and this annex has been updated to reflect the COVID-19 related arrangements in place.