



Hunsley Primary

Child Protection and Safeguarding Policy and Procedure

V1.7 2023-24 (updated from V1.6)

This Procedure is applicable to Hunsley Primary and must be read in conjunction with The Education Alliance Trust Policy. It is recommended that the adapted policy be considered by the Local Governing Body, including the designated Safeguarding Governor, in the Autumn Term meeting, September 2022.

Covid 19

This policy is written whilst the school is learning to live with the COVID - 19 pandemic. It should be read in conjunction with the school's additional risk assessments. These arrangements will be regularly reviewed and developed as the situation and the impact upon the life of the school and community and DfE/PH guidance changes over time.

<p>Important: This document can only be considered valid when viewed on the VLE. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.</p> <p>Name and Title of Author:</p>	<p>Julie Boyes, Assistant Head and DSL, Hunsley Primary</p>
<p>Name of Responsible Committee/Individual:</p>	<p>Hunsley Primary Local Governing Body</p> <p>Lucy Hudson, Headteacher, Hunsley Primary</p> <p>Julie Boyes, Assistant Head and DSL, Hunsley Primary</p>
<p>Implementation Date:</p>	<p>Autumn Term 2023</p>
<p>Review Date:</p>	<p>Autumn Term 2024</p>
<p>Target Audience:</p>	<p>Employees, agency workers, self-employed workers, volunteers and professional visitors.</p>
<p>Reference Documents</p>	<p>See below for definitive list of DfE, Trust and School associated documents and policies.</p>
<p>Location of Policy and Procedure</p>	<p>Hunsley Primary Website</p> <p>Hunsley Primary Staff w-drive in a designated folder</p> <p>Displayed in school</p>

Child Protection and Safeguarding Policy and Procedure

A. Related Legislation and Guidance

B. Child Protection – Designated People Contact List

C. Child Protection Links within School/College

D. Initialisms and Key Terms – Definitions for the purpose of this policy

A. Related Legislation and Guidance

This document has been compiled in line with the following HM Government documents and Local Authority Guidance and updated for September 2023 in line with Local Authority training and Annual Designated Safeguarding Lead Updates:

- Working Together to Safeguard Children (2018) (last updated July 2022)
- Safer Recruitment and Selection (ERSCP) and The Education Alliance Safer Recruitment Training
- Effective support for children, young people and families in the East Riding of Yorkshire (August 2020)
- Keeping Children Safe in Education (KCSiE) (DfE 2023) including Safer Recruitment & Managing Allegations against Sta.
- Use of Reasonable Force (DfE July13).
- Searching, Screening & Confiscation at school (DfE Jan 18).
- Guidance for safer working Practice for those working with Children & Young People in Education Settings (May 2019 Safer Recruitment Consortium).
- Guidance for safer working Practice for those working with Children & Young People in Education Settings (Addendum April 2020 Safer Recruitment Consortium).
- School staff and volunteer Code of Conduct (ERSCP Sept 2022)
- Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Govt July 2018).
- Guide to General Data Protection Regulation (ICO 2018)
- School Whistle Blowing (Child Protection/Safeguarding) Guidance (ERSCP Sept 2022).
- Inspecting safeguarding in early years, education and skills settings (Ofsted Sept 2022).
- Statutory Guidance, Revised Prevent Duty Guidance: for England and Wales, Updated 1 April 2021
- The Prevent Duty – Advice for Schools and Childcare Providers (DfE 2015)
- Female Genital Mutilation: Multi-Agency Statutory Guidance (HM Govt 2020.)
- What to do if you're worried a child is being abused (HM Govt 2015).
- School Attendance – Working together to improve school attendance (DfE Guidance for maintained schools, academies, independent schools, and local authorities May 2022)
- Behaviour in Schools: Guidance, advice for headteachers and school staff (DfE, July 2022)
- Addendum: Recording Attendance in relation to Corona Virus (Covid 19) during the 2021-2022 Academic Year
- Exclusion from maintained schools, academies and pupil referral units in England (DfE Sept 17).
- Ofsted Education inspection framework (Sept 2023) – Gov.uk
- Ofsted Education safeguarding in early years, education and skills (Sept 2023) – Gov.uk
- Ofsted School inspection handbook (July 2023) – Gov.uk
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE May 2023)
- Changes to the school suspension and permanent exclusion process during the Corona Virus (Covid 19) outbreak
- Keeping children safe during community activities, afterschool clubs and tuition: non statutory guidance for providers running out of school settings (DfE, April 2022)
- LA Education Visit Guidance and Procedures or equivalent.
- The designated teacher for looked-after and previously Looked After Children Feb 2018
- 'Sexual violence & sexual harassment between children in schools & colleges' September 2021
- Disqualification under the Childcare Act 2006 Statutory guidance for Local Authorities, maintained schools, academies and free schools DfE Aug 2018

- Meeting digital and technology standards in schools and colleges (DfE March 2022, updated March 2023) – Filtering and monitoring

This Policy and Procedure should be read in conjunction with:

- The Education Alliance Child Protection Policy
- The Education Alliance Whistle Blowing Policy – Updated March 2021
- Hunsley Primary Behaviour Policy
- Hunsley Primary Attendance Policy
- The Education Alliance ICT Acceptable Use Policy – Updated February 2020
- Annual Safeguarding / Child Protection report to the Local Governing Body (Autumn Term 2021)
- The Education Alliance Intimate Care Policy – Updated May 2021
- The Education Alliance Data Protection Policy – Updated May 2021
- The Education Alliance Disclosure and Barring Service Policy – Updated May 2021
- The Education Alliance Expectations and Code of Conduct Policy
- The Education Alliance Managing Allegations Guidance – Update October 2020
- The Education Alliance Prevent Policy – Updated July 2019
- The Education Alliance SEND Policy – Updated November 2019
- Hunsley Primary Child Protection Guidance – delivered on Training Day – 04.09.23
- The current Trust and School Covid 19 arrangements and Risk assessments
- The Hunsley Primary Anti-Bullying Policy
- The Hunsley Primary Educational Visits Policy
- The Hunsley Primary Sex and Relationships Education Policy
- The Education Alliance Health and Safety Policy – Updated May 2021

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

B. Child Protection – Designated people contact list

The Education Alliance Trust Safeguarding Lead	Debbie Dalton – Deputy Headteacher, Driffield School	Based at Driffield School, Driffield 01377 253631 deborah.dalton@driffieldschool.org.uk
Hunsley Primary Safeguarding Lead	Julie Boyes – Assistant Head	01482 330883 julie.boyes@hunsleyprimary.org.uk
Designated Teacher for LAC	Lucy Hudson – Head Teacher	01482 330883 lucy.hudson@hunsleyprimary.org.uk
South Hunsley School Safeguarding Lead & Designated Teacher for Looked After Children	Mrs M Trainor – Deputy Headteacher, South Hunsley School	01482 631208 mitch.trainor@southhunsley.org.uk
Child Protection Trustee	Nikki Hornsby	Via the school
Chair of Trustees	Karen Dow	Via the school
Safeguarding & Partnership Hub	CP initial referral Support & Advice: Intensive & Specialist Safeguarding support	Mon to Thu 8:30am – 5:00pm Fri 8:30am – 4:30pm 01482-395500

	1. Urgent C P concerns 2. Consultation with Social Worker	Request for service forms to: safeguardingchildrenshub@eastriding.gov.uk
Children's Emergency Duty Team Urgent CP concerns where a child is at risk of significant harm		01482-393939
Early Help Locality Hub	Early Help Additional Support for children & families initial consultation	Consultation 01482 391700 <i>All Requests for Service to: form to the Hub nearest to where the child lives</i> ehphub@eastriding.gov.uk
Local ER Children Safeguarding Team	East Riding (Haltemprice Team) Hull (Duty Team)	E. R. Tel 01482 565560 Hull Tel 01482 448879 (OoHs – 01482 788080)
Local ER Children Safeguarding Team Manager	Natalie Jackson	Tel 01482 565560 Natalie.jackson@eastriding.gcsx.gov.uk
Education Safeguarding Manager (ERYC)	Chris Hamling General strategic and operational School Safeguarding & CP advice	chris.hamling@eastriding.gov.uk 01482 392251 safeguardingineducation@eastriding.gov.uk
ERYC LADO	Jayne Hammill Referral of possible allegations against staff & volunteers.	LADO@eastriding.gov.uk Jayne.Hammill@eastriding.gov.uk (01482) 396999
School Critical Incident, bomb threat etc and Education Visit emergencies (Not CP)	24-hour guidance and support	Tel 01482 392999
School critical incident, bomb threats Etc & Educational Visits Emergencies (not Child Protection)	24 hour Guidance & support	01482- 392999
Humberside Police	ER Protecting Vulnerable People Unit	01482 220809

Humberside Police	Hate Crime / incident reporting	101 https://www.reportingcrime.uk/HPhatecrime/
ER Safeguarding Children Partnership	General strategic and operational Safeguarding & CP advice and multiagency training	www.erscp.org.uk <u>01482-396994</u> erscp.enquiries@eastriding.gov.uk
ER Safeguarding Children Partnership Training	Training Admin & Information	erscp.enquiries@eastriding.gov.uk
Hull North Yorks North Lincs North East Lincs	Children's Social Care	01482- 448879 EDT 01482- 300304 01609- 780780 EDT 01609- 780780 01724- 296500 EDT 01724- 296500 01472- 326292 EDT 01472- 326292
Prevent Referral	Humberside Police ERY LA	101 prevent@humberside.pnn.police.uk prevent@eastriding.gov.uk

C. Child Protection Links within School

E-Safety Co-ordinator Link	Matthew Wadsworth	01482 631208
Hunsley Primary Safeguarding Lead	Julie Boyes, Assistant Head	01482 330883
Hunsley Primary Safeguarding Deputy	Susan Mutter, Nursery Nurse	01482 330883
Hunsley Primary Inclusion Lead / SENCO	Lucy Hudson	01482 330883
Trust SENCO Lead	Faye Warren	01377 253631
Designated Safeguarding Hunsley Primary Local Governor	Mr Paddy Hall, Chair of Local Governing Body	Via the school
Designated Safeguarding Curriculum Hunsley Primary Governor	Mrs Claire Cassidy	Via the school
Designated SEND Hunsley Primary Governor	Mrs Helena Webster	Via the school
Designated Lead Local Governor for Disadvantaged Children	Mr Paddy Hall, Chair of Local Governing Body	Via the school

D. Initialisms and Key Terms - For the purpose of this policy: Definitions for the purpose of this policy:

- **'staff'** refers to all paid adults, volunteers, or students on placement, working in any capacity in the school or in activities organised by the school, which brings them into contact with pupils of the school.
- **DSL*** Designated Safeguarding Lead
- **DDSL** Deputy DSL
- **DSG** Designated Safeguarding Governor
- **LADO** Local Authority Designated Officer
- **ERSCP** East Riding Safeguarding Children Partnership
- **CST** Locality Children Safeguarding Teams
- **SaPH** Safeguarding and Partnership Hub
- **EHPH** Early Help and Prevention Locality Hub
- **DBS** Disclosure & Barring Service
- **KCSiE** Keeping Children Safe in Education **2021** Statutory Guidance
- **SVSH** Sexual Violence and Sexual Harassment between children in schools and colleges September 2021
- **Sexual Violence**
 - Rape, assault by penetration, sexual assault or causing someone to engage in sexual activity without consent
- **Sexual Harassment**
 - Sexual comments, sexual “jokes” or taunting, physical behaviour, online sexual harassment, consensual and non-consensual sharing of nudes and semi-nudes images and videos, sharing of unwanted explicit content, up skirting, sexualised online bullying, unwanted sexual comments and messages (including on social media), sexual exploitation (coercion and threats)
- **EWO/S** Education Welfare Officer/Service
- **YFS** Youth & Family Support
- **Mental Health and Emotional Wellbeing Service** (<https://www.erscp.co.uk/more/mental-health-and-emotional-wellbeing-service/>)
- **GDPR** General Data Protection Regulation
- **Child Protection** - Refers to the multi agency arrangements to identify and protect children who are, or may be, at risk of Significant Harm

- **Safeguarding** - Refers to the protection, safety, and promotion of the welfare of all pupils including when in offsite provision or activities and using IT. This includes the building of resilience and awareness of risk through the formal and informal curriculum.

See Ofsted definition and scope of Safeguarding

- **Child** - Any pupil under the age of 18 is legally a child.
- **Pupils 18 or over** - If there is a concern about the welfare of a pupil aged 18+ DSL's are advised to seek advice in the same way as for children e.g. CST may sign post to Adult Services or refer to YFS.

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

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1. Hunsley Primary School Commitment

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

Our school will therefore:

- Establish and maintain an ethos where pupils feel secure and are encouraged to talk and are listened to.
- Ensure that pupils know that there are adults in the school whom they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities that equip children with the skills and knowledge they need to stay safe from abuse and develop resilience and an awareness of possible grooming or influence by violent extremist ideas and the dangers and consequences in engaging in inappropriate behaviour online.
- Ensure that all forms of bullying and harassment including allegations of child-on-child abuse including sexual violence and sexual harassment, hate incidents and online bullying and abusive behaviour are dealt with at the appropriate level and in line with national and local guidance and procedures and not dismissed as immature behaviour or banter.
- Educate all pupils and staff in relation to sexual violence and sexual harassment and ensure everyone knows this is not okay and will not be tolerated in our school or our community.
- Ensure every effort is made to establish effective working relationships with parents / carers and that documentation which pertains to current safeguarding and child protection guidelines, as well as advice and best practice should be available through the school website, ParentLearn and other relevant means.

- Ensure that staff have an understanding of when to make referrals to the DSL when there are indicators or concerns of possible Neglect, Sexual, Physical or Emotional harm and indicators of possible Child Sexual & Criminal Exploitation, Female Genital Mutilation, Radicalisation, School Attendance concerns, Child on Child Sexual Violence and Sexual Harassment and Forced Marriage and that they have access to additional advice and support.
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children.
- Ensure that staff are aware of how and when to act on concerns that they have, and work in a safe and appropriate manner. They are aware that they are in a Position of Trust and what the implications are in relation to their working practice and out of school conduct and that their conduct towards pupils must remain beyond reasonable reproach.
- Fulfil the 'Duty of Care' towards staff by providing appropriate safeguarding guidance, induction and continuing training and support as required by KCSiE 2023.

2. Core Principles of the Policy

- Our School Community fully recognises our responsibility to safeguard and promote the welfare of all our pupils.
- We believe that not only is this a moral and statutory responsibility, but we know that children who feel safe and secure at school are more likely to achieve their full potential.
- We understand that the standards for positive and appropriate behaviour and mutual respect are set by example by our staff.
- Vulnerable children and those with additional needs are supported.
- We accept and carry out our responsibility to act on any suspicion, disclosure, or belief that a child is suffering or at risk of suffering harm. This includes acknowledging that sexual violence and sexual harassment is happening within our school and within our community. We commit to supporting those who are at risk or may have been a victim and having a zero tolerance to any type of sexual violence or harassment. Zero tolerance means this type of behaviour will not be ignored and should the school become aware of sexual violence or sexual harassment this will be taken seriously and the schools behaviour policy will be followed.

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

- **Prevention** (e.g. positive school atmosphere, pastoral support to pupils, the Spiritual, Moral, Social and Cultural and Relationship, Sex and Health Education elements in the formal and informal curriculum, safer recruitment procedures and safe & appropriate working practice by staff. Wider safeguarding policies and procedures in place to establish and maintain a safe and secure school environment).
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to identify and respond appropriately, and sensitively to Child Protection and other safeguarding concerns and that there are clear systems of internal information sharing and record keeping). To ensure our pupils know what unacceptable behaviour is, in relation to sexual violence and sexual harassment and feel confident to report and that action will be taken, and they will be supported.
- **Support** (to all pupils and school staff and to children who may have been abused, neglected, exploited or are in other ways vulnerable).
- **Collaboration** with children & Young People, parents, and other agencies to promote Safeguarding & Wellbeing for all our children and Young People.

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

This policy should be read in conjunction with any required arrangements and risk assessments introduced in relation to changes in the status of the pandemic. The requirement for and status of any such arrangements will be regularly reviewed and developed in line with guidance and advice from the Local Authority / DfE and relevant Government Health Care agencies.

We recognise that as a result of the Covid-19 pandemic, some members of our community may have been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases experienced increased welfare and/or safeguarding risks. We will work with local services, such as health and the local authority, to ensure necessary support is in place.

3. Introduction and School Context

Our School Community fully recognises the contribution it can make to protect and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate.

The school's **Safeguarding Context** is influenced by the fact that it is a new school (opened in 2015 and occupying a new build in 2018) and takes pupils from across the Hull and East Riding boundary line and increasingly from newer housing developments in the Brough South area. The school is located in the midst of the thriving development with growing housing stock, transport routes and enterprise all around. We must work closely, therefore, with both Hull and East Riding safeguarding boards as appropriate. As a partner school to the secondary, South Hunsley School and Sixth Form College, and as part of The Education Alliance trust, Hunsley Primary also operates as part of a strategic approach to support and safeguard pupils from families across the schools. Our first two cohorts of Year 6 pupils have now moved from Hunsley Primary to secondary (predominantly South Hunsley) which raises a need for action and mindfulness around new challenges. Our new Year 6 for September 2023 have only two previous year groups as role models for Year 6 and the transition to secondary school. Many pupils lower down within school will now look up to the current Year 6 as many are brothers and sisters of younger pupils.

Hunsley Primary is a single form entry primary free school. The school is inclusive and caters for pupils with a wide range of needs and coming from diverse contexts themselves. It also caters for pupils with a range of special educational needs and disabilities for whom additional safeguarding measures are put in place, including giving key staff additional training specific to safeguarding pupils with additional needs and implementing policies such as the Intimate Care agreement. The school operates closely with its wraparound care provider, Building Bricks, and, as such, a number of the safeguarding procedures and in-school policies pertain also to the safe handover of children from one provider to another.

As the school has grown to serve its community in Brough, the safeguarding and child protection context evolves too, with the developing children and widening range of families. The strategic plan of the school is to anticipate the developing needs of its children in a timely way as they grow, to ensure all children are safeguarded and that changing needs are anticipated and met. We believe passionately in the unique individuality of each child and the limitless potential of all our pupils, in line with The Education Alliance trust's values and we strive to ensure that every pupil is successful in achieving their own personal goals. As the school has grown, so too has the safeguarding team's capacity, relationships with local support agencies and social care professionals and we have created a network of support which can be accessed by families as a first layer of Early Help.

Hunsley Primary now has grown to its full capacity in 2021-22.

Everyone in the school shares an objective to help keep children safe by contributing to:

- protecting children from maltreatment
- providing a safe environment for children and young people to learn in education settings
- preventing impairment of a child's health or development
- identifying children who are suffering or likely to suffer significant harm and taking appropriate action with the aim of making sure they are kept safe at home and at school (even in circumstances where they are not at immediate risk)
- safeguarding children's wellbeing and maintaining public trust in the teaching profession
- preventing unsuitable people working with, or coming into contact with children and young people within the setting

- promoting safe practice and challenge poor or unsafe practice;
- identifying instances in which there are grounds for concern about a child's welfare and taking appropriate action to keep children safe
- contributing to effective partnership working between all those involved with providing services for children

Our school will therefore:

- Establish and maintain an ethos where pupils feel secure and are encouraged to talk and are listened to.
- Ensure that pupils know that there are adults in the school whom they can approach if they are worried or are in difficulty.
- Include in the curriculum, teaching and learning opportunities which equip children with the skills and knowledge they need to stay safe from abuse and develop resilience and an awareness of possible grooming or influence by violent extremist ideas and the dangers and consequences in engaging in inappropriate behaviour online.
- Ensure that all forms of bullying and harassment including allegations of child-on-child abuse including sexual violence and sexual harassment, hate incidents and online bullying & abusive behaviour are dealt with at the appropriate level and in line with national and local guidance and procedures and not dismissed as immature behaviour or banter.
- Educate all pupils and staff in relation to sexual violence and sexual harassment and ensure everyone knows this is not okay and will not be tolerated in our school or our community
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- Ensure that staff have an understanding of when to make referrals to the DSL when there are indicators or concerns of possible Neglect, Sexual, Physical or Emotional harm and indicators of possible Child Sexual & Criminal Exploitation, Female Genital Mutilation, Radicalisation, School Attendance concerns, Child on Child Sexual Violence and Sexual Harassment and Forced Marriage and that they have access to additional advice and support.
- Ensure that our online filtering and monitoring procedures ensure children are as safe as possible online and that we ensure staff and children know how to keep safe online and how to report unsafe material or websites.
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children.
- Ensure that staff are aware of how and when to act on concerns that they have and work in a safe and appropriate manner at all times. They are aware that they are in a Position of Trust and what the implications are of that for their working practice and out of school conduct and that their conduct towards pupils must remain beyond reasonable reproach.
- Fulfil the 'Duty of Care' towards staff by providing appropriate safeguarding guidance, induction and continuing training and support as required by KCSiE.

4. Child Protection Procedure

4.1 Confidentiality

'Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child'.

- We recognise that all matters relating to child protection are highly confidential and the Headteacher / Safeguarding Lead will share that information on a 'need to know, what and when' basis.
- Staff are made aware that these concerns or other matters relating to pupils should never be discussed elsewhere, inside or outside the school unless in confidential meetings organised for that purpose. This includes the passing of written information or verbal discussion in any media including Social Networking sites.
- Staff are aware that breaches of confidentiality and data protection may result in disciplinary action as such breaches place vulnerable children at risk. Staff are also aware that such breaches of confidentiality and data protection may result in disciplinary action. In addition, such breaches would bring the school into disrepute and, under GDPR legislation, potential heavy fines.

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow East Riding Safeguarding Children Partnership Guidelines and Procedures.

New staff induction days involve input from Designated Safeguarding Lead on basic signs and symptoms and internal procedures.

Child Protection information is given to all staff via the Trust Staff Handbook. It is also available on our school website with supporting materials on the safeguarding area of Hunsley Primary website and school network. Basic principles and refreshers of the schools' Child Protection and Safeguarding Policy and Procedure are given to all staff as part of the September training provision (this includes e-safety and the schools' code of conduct).

Training days are organised throughout the academic year to increase the level of safeguarding expertise across teaching staff, pastoral staff, and inclusion staff. All new starters (teaching and non-teaching) complete a safeguarding induction and on-line core safeguarding training. Training needs of all staff and governors are audited annually.

Key support staff are given external training around safeguarding issues utilising specialist providers who have the most up to date information and strategies such as ERSCP, CEOP, CSE campaigns, specialist support, guidance and training for staff and pupils.

4.2 Roles and responsibilities

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school.

It is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff. Failure to report such concerns may be considered an act of misconduct or gross misconduct within the school's Disciplinary Policy.

There are **key people** within the school and the Local Authority who have specific responsibilities. The names of those carrying these responsibilities for the current year are listed at the start of this document.

The School DSL/ Deputy DSL

A full outline of the role and responsibilities of the DSL can be found in KCSiE, 2023, Annex C. In line with this, the DSL is a member of the Senior Leadership Team and has overarching responsibility for ongoing oversight of safeguarding and child protection systems (including online safety). The DSL or Dep DSL (or another appropriately trained senior member of staff) will be available on site when the school is open to advise staff or respond to urgent Child Protection matters.

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

- providing advice and support and information to staff as appropriate
- liaising with the LA and other agencies including the involvement in Early Help Assessments and plans
- obtaining, maintaining, and transferring CP records for individual pupils and liaising with previous and receiving schools
- ensuring the preparation of appropriate reports for and attendance at Case Conferences, Core Groups and other multi agency meetings
- arranging appropriate induction and continuing training for all staff.
- liaising with the Headteacher and Designated Child Protection/ Safeguarding Governor
- encouraging a culture in staff of listening to pupils and taking account of their wishes and feelings and supporting measures and plans put in place to support or protect them.
- Ensuring that any educational or safeguarding assessments of children consider the **wider contextual environmental factors** present in the child's life outside the school or family and inform the development of support for learning, attendance, behaviour, and mental and emotional health
- take lead responsibility for online safety, including understanding the filtering and monitoring systems and processes in place. Day to day management of filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT staff to be effective. The DSL should work closely together with IT service providers to meet the needs of our setting.

The DSL must keep individual members of staff appropriately aware of the actions taken in response to concerns that they have referred to the DSL. If the member of staff feels that that the actions taken are inappropriate, ineffective or that the situation of concern is continuing they should raise concerns with the DSL or senior member of staff and press for reconsideration or discussion. If there is still a concern by the member of staff or they feel the situation is urgent they can refer to Children's Social Care or the LADO.

Headteacher and Governors

Management and leadership by the Headteacher and Governors ensures that the time, resources and training are adequate to ensure that the DSL responsibilities, as outlined in KCSiE 2023, are carried out and that all strategic Child Protection and safeguarding arrangements are in place and effective. This includes overall strategic responsibility for filtering and monitoring. They should identify and assign:

- a member of the senior leadership team and a governor, to be responsible for ensuring these standards are met
- the roles and responsibilities of staff and third parties, for example, external service providers
- Ensure that the child protection policy includes how our school approaches filtering and monitoring on school devices and school networks

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

The Governing Body will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes, and policies operate with the best interests of the child at their heart and will facilitate a whole school approach to safeguarding which involves everyone.

The Governing Body are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements set out by the ERSCP. The Senior Leadership Team will be supported to ensure that there are policies and procedures in place to make sure that appropriate action is taken in a timely manner to safeguard and promote children's welfare.

The Governing Body fully recognises its responsibilities regarding Child Protection and to safeguarding and promoting the welfare of children as outlined in Part 2 of KCSiE 2023 and will:

- Designate a governor (DSG) for Child Protection & Safeguarding who will monitor the school's Child Protection policy in operation, training and procedures and report to the full Governing Body. This now includes a responsibility for filtering and monitoring.
- Ensure a written report is presented to each Governing Body meeting on the Child Protection/safeguarding work of the school and that the previous school year annual report is presented to the Autumn Term meeting.
- Ensure that the Safeguarding Audit report is forwarded to the East Riding of Yorkshire Council's Education Safeguarding Team - safeguardingineducation@eastriding.gov.uk
- Ensure that the Safeguarding and Child Protection Policy and Procedure is revised and updated annually and in doing so will seek the views of parents and pupils and the views and experience of staff.
- Remedy any identified weaknesses in the policy or application of the policy immediately.
- Ensure all Governors Complete online Child Protection training and refresh this at least every 3 years.
- Make opportunities available for Governors to complete:
 - Safer Recruitment training.
 - Governor's Safeguarding Roles & Responsibilities training.

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

Governors have a duty to assure themselves that the schools Child Protection files are maintained as set out in Annex C of KCSiE 2023 but would not routinely have access to details of individual Child Protection Cases and understand the requirement for confidentiality.

Management and leadership by the Executive Principal and/or Headteacher and the Trustees/Governors ensures that the time, resources and training are adequate to ensure that the CP / Safeguarding responsibilities of the school, as outlined in Safeguarding Children & Safer Recruitment in Education, are carried out. Any allegations of abusive or inappropriate behaviour against a member of staff should be passed immediately to the Headteacher or Executive Principal. If the allegation is against the Headteacher or Executive Principal it should be referred to the Chair of Trustees, a senior member of staff or the LA LADO.

The designated Hunsley Primary Local Governor for Safeguarding meets Termly with the Headteacher to monitor the DfE Safeguarding Audit maintained by the Headteacher

The CP Trustee acts as a 'Champion' of the safeguarding role of the school and liaises with the Local Governing Body and Safeguarding Lead/Deputy in order to report to and advise the Board of Trustees.

The Board of Trustees has the responsibility to monitor and ensure that all CP procedures, policies and training are in place and appropriate. The school Designated Safeguarding Lead and Local Governor for Safeguarding prepare a CP annual report to be discussed in the autumn term by the Local Governing Body. The Board of Trustees fully recognises their responsibility with regard to Child Protection and promoting the welfare of children as outlined in Keeping Children Safe in Education, 2022.

The Designated Deputy Safeguarding Lead (DDSL)

The safeguarding Designated Deputy is available to give advice and support if the Designated Safeguarding Lead is unavailable.

All Staff

It is recognised that staff play a key role in safeguarding as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. All staff in school understand that they have a professional, moral, and legal responsibility to safeguard and promote the welfare of children.

This includes a responsibility to be alert to the various child protection / safeguarding issues outlined in KCSiE 2023 and associated indicators of, for example, abuse, neglect, exploitation, violent extremist radicalisation, sexual violence, and sexual harassment and to record and report concerns immediately to staff identified with child protection responsibilities within the school.

Staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSL if they have any concerns about a child.

Staff understand the expectations, applicable roles and responsibilities in relation to filtering and monitoring as part of their safeguarding training. For example, part of their role may be to monitor what's on pupils' screens. They understand that they need to report safeguarding and technical concerns, such as if:

- They witness or suspect unsuitable material has been accessed

- They are able to access unsuitable material
- They are teaching topics that could create unusual activity on the filtering logs
- There is failure in the software or abuse of the system
- There are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
- They notice abbreviations or misspellings that allow access to restricted material

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

- Keeping Children Safe in Education 2023 – Part 1 for those who work directly with children (Safeguarding information for all staff) and, or, annex A (a condensed version of part 1), for members of staff who do not work directly with children (Safeguarding information for school and college staff).
- School Staff Code of Conduct 2022.
- School Whistleblowing Guidance 2022.
- Staff Child Protection Policy & Procedures.
- School Behaviour & Attendance policies - and understand the safeguarding context of both.
- School Strategic Child Protection & Safeguarding Policy. (this policy)
- The role and identity of the DSL, DDSL & DSG.

All staff have access to the current:

- Keeping Children Safe in Education (Sept 2023) full guidance.
- School Strategic Child Protection & Safeguarding Policy. (this policy)
- What to do if you are worried a child is being abused (March 2015).
- Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings February 2022

Children and Young People

Through the commitment to, and maintenance of, a robust and effective safeguarding culture and procedures, every effort will be made to ensure that every pupil/student will:

- feel safe, be listened to, and have their wishes and feelings considered.
- confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- contribute to the development of safeguarding policies and practice
- receive help from a trusted adult.
- learn how to keep themselves safe, including online.

Parents and Carers

We believe that our Safeguarding and Child Protection work will be more effective if it is carried out in partnership with parents and carers and that preventative and supportive strategies such as the Early Help Plan and intervention by Early Help Support Services are a key source of potential support. This will be underpinned by open and honest communication and transparency in terms of purpose, always working in the best interests of the child.

However, we ensure that parents are aware that there may be certain circumstances when we need to progress concerns in relation to Child Protection and seek advice from SaPH, in line with local procedures outlined in the 'Effective Support Guidance' without parental / carer consent or knowledge.

The name and contact details (via school) of the DSG is publicised should parents wish to raise any suggestions or queries about the Policy or specific issues. Any such concerns will be considered when the policy is reviewed and responded to by the DSL, DSG or Headteacher.

If staff are concerned that a parent collecting a child is incapable of doing so safely, they should refer to guidance in Appendix I and follow normal safeguarding procedures.

4.3 Records and Monitoring

Well-kept records are essential to good child protection practice. All staff are made clear about the need to record and report concerns about a child or children within our school. The schools' Safeguarding Lead is responsible for such records and for deciding at what point these records should be shared with, or transferred to other agencies or schools, in consultation with the Headteacher or appropriate Senior Manager.

Child Protection records are stored on the Trust's Child Protection Online Management System (CPOMS) only designated Child Protection Leads can access and input records onto CPOMS. **Where appropriate, the Body Map function will be used.** Each file of concern or official documentation will contain a chronology which will detail clearly and reference any concerns, and the action taken such as contact with parents and other agencies, information shared, case conferences and other events. The file will also contain all other relevant information but will be separate from the child's school records. At all times Information Sharing guidance and GDPR (2018) will be followed.

- All staff are made aware of the need to record and report concerns about a child or children within the school immediately to the DSL
- All reports of concern and other entries on a child's Child Protection file must include a record of actions taken by the internal referrer or DSL.
- The information in these files may be accessed and used as evidence by other agencies, by liaising with the DSL.
- Safeguarding Deputy / Leads linked to the child's case will update chronologies and review actions to be taken in consultation with the Designated Safeguarding Lead
- The Designated Safeguarding Lead and Headteacher decide what information needs to be shared with whom and when on a case by case basis. Confidentiality is essential but staff working with children can only provide effective support and monitor concerns if they are made aware of concerns or at least that the individual child is being monitored.
- Child Protection Records are reviewed each term to check whether any action, advice or updating is needed.
- The DSL is responsible for such records and for deciding at what point these records should be shared with, or transferred to other agencies or schools, in consultation with the Headteacher or appropriate Senior Manager.
- Each individual Child's CPOMS file of concern or official documentation will detail and reference any concerns, contact with parents and other agencies, information shared, case conferences and other meetings or events. Any subsequent actions will be recorded clearly. The file will also contain all other relevant information but be separate from the child's other school records.
- Separate child or if appropriate, family CP files are stored in a locked and secure location in the school office. Only the DSL, Headteacher and other appropriate Senior Staff have access to these files.
- The information in these files may be shared with other agencies as appropriate and in some cases used as evidence by other agencies in line with current Information Sharing guidance and GDPR (2018).
- Only factual verified information is recorded as such. Information 'reported' by outside individuals is clearly indicated as such.
- Parents may request to read their child's file under Subject Access Request or GDPR. School will seek legal or safeguarding advice from if such a request is made in order to ensure that only appropriate information is disclosed depending on the circumstances and any '3rd party' information that will need to be redacted.

Transferring and Retaining Records

- Records are transferred to receiving schools when children transfer at normal phase transition and at any other time, including the FE or other settings before the age of 18. This will be done within 5 days for any child transferring in year to another school or within the first 5 days of the new school term. Child protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained.
- Copies of records will be made if siblings attend the school and the records are relevant to them. When children transfer schools at normal phase transition Child Protection and other safeguarding concerns will be discussed between DSL and the appropriate pastoral staff or DSL at the receiving school. If there are concerns about children changing schools at other times the DSL will contact the receiving school to alert the DSL of the concerns and records in transit.
- Records are sent or if possible handed to the receiving school separately from other records and marked 'Private & Confidential for the attention of the DSL' with both of the schools signing a handover form to confirm receipt of the records.
- If sending by post records will be sealed in an envelope and marked as above and sealed in an addressed envelope before sending by recorded delivery.
- If the receiving school has the CPOMS system, records can be transferred securely through CPOMS, **after receiving confirmation that the child is on roll there.**

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

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

The current early years, education or skills setting is regarded as the 'Custodian of the records'. Records should be retained by the setting they attended at 18 up to the 25th birthday of the pupil and then destroyed at the earliest convenience.

4.4 Recognising Concerns

School staff are particularly well placed to observe, and should be alert to, outward signs of abuse, changes in / risk-taking behaviour, poor or irregular attendance or failure to develop. Staff are also made aware of emerging local safeguarding trends and given advice on what they may identify.

Part One and Annex B of KCSiE 2023 and Section 5.5, provide further information on and the types of abuse and a range of specific safeguarding issues. Where staff are unsure how to respond to specific safeguarding issues, they should follow the processes as identified in this policy and speak with the DSL or a deputy. All staff are made aware of the possible indicators of abuse and neglect and how to respond to disclosures and other concerns, following the identified procedures.

4.5i Sexual, Physical Emotional Abuse and Neglect

Sexual abuse – behaviour changes – precocity - withdrawal – sexually inappropriate behaviour

Emotional abuse – excessive dependence – inappropriate emotional responses - over reaction to mistakes

Neglect- inadequate clothing – hunger - lack of sleep- lack of supervision

Physical Abuse – aggression - inconsistent explanations - refusal to discuss injuries.

It is important to note that these signs are not proof but can give rise to suspicion and these suspicions must be reported and logged. The DSL and Safeguarding Governor ensure that all staff have received and been given the time to read KCSiE Part One and have access to the full guidance on *'What to do if you are worried a child is being abused'* Mar 2015, which contain detailed information about forms of abuse and related issues. All staff are aware of the possible indicators of abuse and neglect and how to respond to disclosures and other concerns.

All staff are particularly alert to the potential need for Early Help for children at risk and also a child who:

- is disabled and has specific additional needs.
- has special educational needs (whether or not they have an EHCP).
- has a mental health need.
- 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 or county lines.
- is frequently missing/goes missing from care or from home.
- is misusing drugs or alcohol themselves.
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation.
- Is at risk of being radicalised or exploited.
- has a family member in prison or is affected by parental offending.
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- has returned home to their family from care.
- is showing early signs of abuse and/or neglect.
- Is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- is a privately fostered child.
- is persistently absent from education, including persistent absences for part of the school day.

4.5ii Contextual Safeguarding

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

4.6 Child Sexual Exploitation (CSE), County Lines and Child Criminal Exploitation (CCE)

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

Staff are made aware of the possible indicators of CSE and CCE and the need to refer these concerns to the DSL. All staff have received and been given time to read KCSiE Part One and have access to Annex B: Further information. Any concerns will be referred to the SaPH in order that the LA can consider this information in line with the Effective Support Guidance.

Staff are aware that the exploitation of children to be used to carry drugs and money from urban to suburban, rural, market and seaside towns is a growing problem and that the East Riding is an area that is targeted. We are aware that this is based on violent coercion or other threats to the young people and that pupils or their siblings may be at risk of such abuse. We are aware of possible indicators including poor or irregular attendance, signs of physical injury or neglect.

Serious Violence

All staff are aware of the indicators or signs and symptoms that a child may be at risk or have suffered serious violence or be involved in such behaviour possibly related to gang type activities or criminal exploitation. Any concerns regarding serious violence will be reported and responded to in-line with other child protection concerns by speaking with the DSL or DDSL. The initial response to child victims is important and staff will take any allegations seriously and work in ways that support children and keep them safe.

4.7 Female Genital Mutilation (FGM), Forced Marriage and Reporting Concerns

All Staff are reminded of the need to be aware of the possibility of such abuse at Early Years, Primary and Secondary school age as outlined in KCSiE 2023 and that they have a statutory duty and responsibility to report concerns related to FGM.

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

Statutory Guidance on Female Genital Mutilation Female (FGM) is a collective term for procedures, which include the removal of part or all of the external female genitalia for non-medical purposes. Indicators that a child may be at risk include:

- The family belongs to a community in which FGM is practised;
- Maternal or other family member disclosure;
- An awareness by a midwife or obstetrician that the procedure has already been carried out on a mother, prompting concern for any daughters, girls or young women in the family;
- Any female child whose older sibling has undergone FGM;
- The family makes preparations for the child to take a holiday, e.g. arranging vaccinations, planning an absence from school;
- The child talks about a 'special procedure/ceremony' that is going to take place.
- The child has changed in behaviour after being absent from school; or
- The child has health problems, particularly bladder or menstrual problems

The Trust follows Local Safeguarding Children's Partnership Guidance and Procedures in relation to FGM. Any suspicions or patterns of behaviour indicating possible FGM risk will be taken seriously and advice sought from ER SAFEGUARDING HUB (SAFEGUARDING AND PARTNERSHIP HUB - S&PH) and the Police.

4.7i Reporting FGM Concerns

- a) If a member of staff **suspects** that a girl has suffered or may be at risk of suffering FGM or subject to Forced Marriage they must discuss these concerns with the DSL immediately. The DSL will follow ERSCP procedures and contact ER SAFEGUARDING HUB (SAFEGUARDING AND PARTNERSHIP HUB - S&PH) by phone. If the child is believed to be at immediate risk, the Police should be contacted on 999.
- b) The DSL or Teacher will follow advice from the ER SAFEGUARDING HUB (SAFEGUARDING AND PARTNERSHIP HUB - S&PH) before discussing such concerns with parents or carers.
- c) If a member of staff **discovers** by disclosure by the victim, or peer, or physical evidence (which is highly unlikely for a member of school staff) that FGM has taken place, the DSL must be informed immediately and should contact the Police and then the SAFEGUARDING AND PARTNERSHIP HUB.

- d) In this case if the member of staff is a teacher (or employed to carry out teaching duties) the referral to the Police and the SAFEGUARDING AND PARTNERSHIP HUB will be made by this teacher with the guidance and support of the DSL. For other staff such a referral will be made by the DSL but this will need to identify the member of staff and the information they have reported.
- e) The written request for this service should be made immediately
- f) If the DSL or Deputy DSL is not available within this timescale the member of staff should contact ER SAFEGUARDING HUB (SAFEGUARDING AND PARTNERSHIP HUB - S&PH) and update the DSL.
- g) A written Request for Service form should be forwarded to the SAFEGUARDING AND PARTNERSHIP HUB in line with ERSCP safeguarding procedures.

This is in line with the legal responsibilities placed upon schools in respect of reporting procedure.

4.7ii Honour Based Abuse

So-called 'Honour' Based Abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, Forced Marriage, and practices such as Breast Ironing.

All forms of HBA are abuse, regardless of the motivation, and concerns will be responded to as Child Protection concerns and in-line with school and local safeguarding arrangements. Staff will report any concerns about HBA to the DSL (or a deputy) who will consider a contact to SaPH. If there is an immediate threat or risk of abuse, the Police will be contacted via 999.

Minimum Age for Marriage

Staff are aware of the law change that came into force in February 2023. This made it a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

4.8 Possible Violent Extremist Radicalisation

Statutory Guidance on The Prevent Duty:

In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Trust staff are made aware of the demographic of the local area and given advice on what signs may identify a pupil is at risk of radicalisation, such as changes in behaviour or appearance, symbolism on clothing or belongings or an increased use of derogatory, divisive, or racist language.

The Trust follows Government guidance and has a PSE programme to build resilience and promote British Values, enabling pupils to challenge extremist views and explore controversial viewpoints in a safe environment.

If a pupil is identified as being vulnerable to radicalisation the Safeguarding Lead will report concerns to ER S&PH and the police to determine the most appropriate course of action.

If after consideration it is felt that there are concerns about possible radicalisation to encourage violent extremism, including online, or concerns about the behaviour of parents or other family members a referral will be made to the police and local authority, prevent@humberside.pnn.police.uk and prevent@eastriding.gov.uk (Appendix I).. If there is an immediate concern of risk or emergency the school will call 999.

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

The school ensures that age-appropriate controversial issues are discussed and covered within the curriculum and that these are not avoided but dealt with appropriately within the planned and informal curriculum.

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

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

The PSHE/SMSC curriculum will ensure that issues such as **tolerance, respect, democracy and individual liberty** are covered in age-appropriate ways.

Visiting speakers and organisations will be checked to assess the suitability in respect of the above elements of PSHE /SMSC activities within school.

4.9 Child on child abuse and harassment

Child on child abuse

It is important for all staff to be aware that children are capable of abusing other children and that this can happen inside and outside of school and online. Any allegations, disclosures or concerns about such behaviour are treated as potential abuse and referred to the DSL. This includes incidents or behaviours that may have occurred outside of the school that staff become aware of. All staff are aware of the different types of child on child abuse and the indicators which include, but are not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- Abuse in intimate personal relationships between children.
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence and sexual harassment.
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery).
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Initiation/hazing type violence and rituals.

It is important that staff do not regard behaviour such as pupils suffering sexual touching as 'part of growing up' or verbal abuse or harassment as 'banter'.

The school recognises that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and it may be the case that it is just not being reported. As such, it is important that staff speak to the DSL (or DDSL) about any concerns regarding child-on-child abuse.

All staff are aware of their responsibility to model appropriate behaviour and the need to report any suspicions to the DSL who will act appropriately to ensure this is investigated, acted upon and any support required is delivered.

All staff will routinely challenge inappropriate behaviour as part of a school wide commitment to 'zero tolerance' of child-on-child abuse. In this way, any potential for such behaviours to become tolerated, normalised or dismissed will not be realised. In line with this, staff will encourage students to share any concerns, confident and safe in the knowledge that this will be taken seriously and concerns acted upon and support provided. This may involve utilising the school Behaviour Policy and sanctions where appropriate.

All staff are aware of the changes to KCSiE 2023 in relation to sexual violence and sexual harassment and acknowledge that this is happening in our schools.

They are aware of their responsibility to model appropriate behaviour and the need to report any suspicions to the DSL who will act appropriately to ensure this is investigated, acted upon and any support required is delivered in line with this policy, the Staff Code of Conduct and the School's behaviour policy.

Concerns about pupils/students' behaviour, including child-on-child abuse taking place offsite will be responded to as part of a partnership approach with pupils/students' and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, acceptable use, behaviour and child protection policies. Note: section 89(5) of the Education and Inspections Act 2006 gives Headteachers a statutory power to discipline pupils for poor behaviour outside of the school premises, for example, when children are not under the lawful control or charge of a member of school staff, to such extent as is reasonable. This legislation is for schools only and is not applicable to independent schools.

The School's RSHE curriculum supports pupils to identify this type of abuse, supports them to know this is not acceptable in anyway and supports children to seek support should they require it.

The governing body (including the DSG), headteacher, senior leadership and DSL and other senior and pastoral staff have also read and understand their responsibilities in relation to '*Sexual violence and sexual harassment between children in schools and colleges*' DfE September 2021'.

In cases of possible hate crime, a separate referral will be made to the Humberside Police Hate Crime reporting system via 101 or online at the ERYC web site –

<https://www.eastriding.gov.uk/living/crime-and-community-safety/reporting-a-crime/>

This will not prevent or delay the school in following our own internal disciplinary procedures and/or making a request for service to the SaPH if this is required.

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

If any child involved in child on child abuse has a social worker, is open to Early Help or has a youth offending officer, the lead professional will be informed.

If there is a concern that the level of possible abuse would reach a threshold for Police and or Social Care involvement or that either the alleged victim or perpetrator should be offered support or intervention from Locality Early Help Hub and the DSL will refer the matter to ER Safeguarding Hub (Safeguarding and Partnership Hub - S&PH) for advice.

If the behaviour does not reach a threshold for referral to Safeguarding and Partnership Hub or advice from S&PH is that the behaviour should be dealt with by school appropriate action will be taken under the behaviour policy.

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

Whilst it is important that the school does not make an assumption of guilt without clear evidence or direction from other agencies it is important to ensure that the victim or alleged victim is fully protected and supported in throughout the process.

In circumstances where a pupil may present a risk to other children or staff appropriate Risk Management plans will be developed with appropriate advice from other agencies. These plans will be discussed with staff on a need to know basis and the child and parents/ carers.

If there is a concern that the level of possible abuse may reach a threshold for Police and or Social Care involvement or that either the alleged victim or perpetrator should be offered support or intervention from the Locality Early Help Hub appropriate referrals will be made.

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

If the behaviour does not reach a threshold for referral to the S&PH or the Locality Support Hub or the school is advised that the behaviour should be dealt with by school appropriate action will be taken under the behaviour policy.

Staff are aware that '**up skirting**' behaviour is now a criminal offence and must be reported as such to senior staff as a form of sexual harassment

Child on Child sexual violence and harassment

When responding to concerns relating to child-on-child sexual violence or harassment, the guidance outlined in Part five of KCSIE 2023 will be followed along with the SiET 'Guidance to school and education settings for managing incidents of Inappropriate Sexual Behaviour(s), Sexual Harassment and Violence'.

Such behaviours can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face-to-face (both physically and verbally). Sexual violence and sexual harassment is never acceptable.

A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, or ever be made to feel ashamed for making a report. All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe.

Abuse that occurs online or outside of the school will not be dismissed or downplayed and will be treated equally seriously and in-line with relevant policies/procedures.

With regard to the law, it will be explained that the law is in place to protect children and young people rather than criminalise them. This will be done in such a way to avoid creating alarm or distress

Staff recognise that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse. All staff will be aware certain children may face additional barriers to telling someone, for example because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation.

Any concerns should be shared immediately with the DSL (or DDSL) who is likely to have a complete safeguarding picture and will be the most appropriate person to advise on the initial response.

Reports will initially be managed internally by the DSL and where necessary advice sought and information shared with partner agencies (SaPH, Police, Early Help etc.).

In most instances, the DSL will engage with both the victim's and alleged perpetrator's parents/carers when there has been a report of sexual violence and / or harassment; but this will depend on a case-by-case basis. The exception to this is if there is a reason to believe informing a parent/carer will put a child at additional risk. Any information shared with parents/carers will be in line with information sharing expectations, school confidentiality policy, and any data protection requirements, and where they are involved, will be subject to discussion with other agencies (for example Children's Social Work Service and/or the police) to ensure a consistent approach is taken.

4.10 Domestic Abuse

The school also works in partnership with Humberside Police as part of the Domestic Abuse alert system and supports pupils appropriately when alerts are received. All staff are aware of the need to be alert to the possible indicators of Domestic Abuse, including coercive control, and to refer concerns to the DSL.

Staff understand that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional abuse. Children can be victims of domestic abuse and may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).

Domestic abuse can have a detrimental and long-term impact on children's health, well-being, development, and ability to learn.

If staff are concerned that a child may be at risk of seeing, hearing, or experiencing domestic abuse in their home or in their own intimate relationships, immediate action should be taken by speaking to the DSL (or deputy).

4.11 Mental Health and Emotional Well-being

All concerns in relation to student Mental Health and Emotional Well-Being will be shared promptly with the DSL or DDSL.

Staff recognise 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 and are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACE), can impact on their mental health, behaviour, and education.

The school will arrange support for children with Emotional & Mental Health issues by accessing universal services. If additional support is needed, advice and support will be requested at the Early Help or Specialist level in-line with the 'LA Effective Support' model. The DSL will contribute to school planning to provide appropriate support structures in this area.

4.12 Nude and/or semi-nude image sharing by children

The school recognises that consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as youth produced/involved sexual imagery or "sexting") can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).

DSLs will respond to concerns in-line with the non-statutory UKCIS guidance: 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' and the local Effective Support Guidance / Windscreen'. When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos.

The DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.

Parents/carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.

All decisions and action taken will be recorded in-line with our child protection procedures.

A contact will be made to SaPH and / or the Police immediately if:

- the incident involves an adult (over 18).
- there is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs.
- the image/videos involve sexual acts and a child under the age of thirteen, depict sexual acts which are unusual for the child's developmental stage, or are violent.
- a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.

The DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.

Staff are advised when they have identified concerns involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos by children:

- to report any concerns to the DSL immediately.

- never to view, copy, print, share, forward, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already inadvertently viewed imagery, this will be immediately reported to the DSL.
- not to delete the imagery or ask the child to delete it.
- to avoid saying or doing anything to blame or shame any children involved.
- reassure the child(ren) involved and explain that the DSL will be informed so they can receive appropriate support and help. Do not promise confidentiality, as other agencies may need to be informed and be involved.
- not to investigate or ask the child(ren) involved to disclose information regarding the imagery
- to not share information about the incident with other members of staff, children/young people, or parents/carers, including the families and child(ren) involved in the incident; this is the responsibility of the DSL.

4.13 Supporting Pupils at Risk - Vulnerable children and Children with SEN, disabilities or mental and emotional health concerns

Our organisation recognises that children who are abused or who witness violence may find it difficult to develop a sense of worth and to view the world in a positive way.

Our school communities will endeavour to support learners through:

- The curriculum, to encourage self-esteem, and self-motivation.
- Our ethos, which promotes a positive, supportive and secure environment.
- The implementation of behaviour management policies.
- Regular liaison with other professionals and agencies who support the pupils and their families (including Early Help Assessment processes in East Riding and liaising with SAFEGUARDING AND PARTNERSHIP HUB - S&PH).
- Staff in contact with such children will be made appropriately aware of the child's needs and circumstances in order to maximise the effectiveness of support.
- CP implications will be considered when individual support plans are reviewed in the case of children who require, for example, medication, some form of intimate care, help with changing or physical support or physical intervention.
- If a child, who is the subject of a Child Protection Plan, is missing from school without a verified valid reason the Safeguarding Lead / Deputy will contact the assigned social worker.
- In the same way if a child that the school has serious concerns about, is missing the school will consider making a CP referral.
- The school Education Welfare Officer should be informed in such circumstances.

Children may be vulnerable because, for example, they have additional or Special Educational Needs, are Looked After, have experienced or are experiencing a form of neglect, abuse or complex or adverse family circumstances. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.

1. Staff in contact with such children will be made appropriately aware of the child's needs and circumstances in order to maximise the effectiveness of support.
2. Information from the DSL or other pastoral staff will inform the development of support in respect of attendance, learning, behaviour and mental & emotional health.

3. The school will arrange support for children with Emotional & Mental Health issues by in school and accessing universal services. If additional support is needed advice and support will be requested at the Early Help or Specialist level in line with the LA Effective support model.
4. Staff are reminded that Children with SEN, disabilities, communication or behaviour problems are at greater risk of abuse, neglect and bullying than other children. They may not be identified as being at risk of harm as indicators of possible abuse such as behaviour, mood, and injury may be assumed to be related to disability or SEN rather than possible abuse, neglect or bullying and communication of abuse may be difficult. Staff specifically supporting such children and other staff will be alert to these factors.
5. The Designated Teacher who supports and promotes the educational achievement of Looked After Children (LAC) and previously LAC, will liaise with the DSL and staff involved with the child to ensure that support is provided and ensure that the needs identified in the child's Personal Education Plan are supported by staff involved with the child.
6. Safeguarding implications will be considered when individual support plans are reviewed in the case of children who require, for example, medication, some form of intimate care, and help with changing or physical support or physical intervention.
7. If a child, who is the subject of a Child Protection Plan, or is otherwise open to the CST, does not attend school without a verified valid reason, the DSL will contact the assigned social worker or CST duty desk if unavailable.
8. If a child not open to CSC that the school has concerns about, does not attend school the school will contact: the S&PH, the EWS and / or the police depending on the circumstances.

4.14 Children with a Social Worker

The DSL will maintain records and details of children who have a Social Worker and where possible, where there has been previous involvement of a Social Worker. The DSL will liaise with staff as appropriate to ensure relevant information is shared and that there is a consistency of approach and support.

In turn, this will inform support and decision making to promote positive outcomes spanning attainment and progress as well as pastoral and safeguarding considerations (for example, responding to unauthorised absence and provision of pastoral and/or academic support).

The DSL will ensure that the allocated Social Worker is kept informed, as appropriate, of any concerns / significant events and will support the work of partner agencies and Social Workers.

4.15 Children who are LGBTQAI

The fact that a child or a young person may be LGBTQAI is not in itself an inherent risk factor for harm, however, children who are LGBTQ or are perceived by other children to be LGBTQ (whether they are or not) can be targeted by other children or others within the wider community.

Furthermore, it is recognised that risks can be compounded where children who are LGBTQ lack a trusted adult with whom they can be open. LGBTQ is included within our APEX curriculum and our staff will endeavour to reduce the additional barriers faced and provide a safe space for children to speak out or share any concerns.

This approach is underpinned by the school wide commitment to inclusion and a zero-tolerance approach to any form of child-on-child abuse and prejudicial / discriminatory behaviour(s).

4.16 Looked After Children (LAC and Previously Looked After Children (PLAC)

The school recognises the common reason for children becoming looked after is because of abuse and/or neglect and a PLAC also potentially remains vulnerable.

The Designated Teacher who supports and promotes the educational achievement of LAC and PLAC, working with VCET to promote educational achievement and positive outcomes, will liaise with the DSL and staff involved with the child, to ensure that support is provided and ensure that the needs identified in the child's Personal Education Plan (PEP) are supported by staff involved with the child.

The DSL will maintain records of the Social Worker and Virtual School personnel in the authority that looks after the child and will communicate and share information as required

The DSL and Designated Teacher will work together to ensure appropriate staff have the information they need to support this vulnerable cohort and also that staff are aware of, and meet the requirements for, information to be made available for the PEP meeting.

4.17 Elective Home Education (EHE)

Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, the school, will follow LA procedure by informing the LA about the decision. We will work together with and support parents/carers and other key professionals and any organisations /agencies involved to ensure decisions are made in the best interest of the child and that the decision is fully informed.

4.18 Children Missing from or Missing Out on Education (CME & CMOE) and Children Absconding from School

The school will only remove children from the register if the statutory grounds for doing so are met and will inform the LA of the intention to do so. In the case of CME school will make all reasonable efforts to locate the child/ren as required by the guidance.

The school will inform the LA EWS if any pupil fails to attend without permission for a continuous period of 10 days or more and will refer children whose attendance has fallen below the agreed level to the EWS.

If a child, who is the subject of a Child Protection Plan or is otherwise open to the CST, does not attend school without a verified valid reason the DSL will contact the assigned social worker or CST duty desk if unavailable.

If a child not open to CSC that the school has concerns about, does not attend school the school will contact, ER SAFEGUARDING HUB (SAFEGUARDING AND PARTNERSHIP HUB - S&PH), the EWS and / or the police depending on the circumstances.

If a child absconds from the site the school will make an initial search and contact the parent / carer or other emergency contact. **(and Social Worker if open to CSC)**. If after that search the child is not located the school will contact the police within 20 minutes of the alert.

If a child who is not open to CSC, that the school has concerns about, does not attend school the school will in accordance with the Effective Support guidance consult with or place a request for service with SaPH, the EWS and / or the police depending on the circumstances.

The School will ensure that they know the attendance of any children educated off site. The school has agreed process in place with its alternative provisions for first day absence calling. The school retains responsibility for the attendance of any child attending an offsite provision and will monitor and act as required.

The School also works with the EWS in relation to the monitoring of potential Pupils Missing Out on Education.

The school will call parents/carers on the morning of the first day of absence to ascertain reasons for absence. On each subsequent day of absence, the school will carry out follow-up calls where parents / carers have not notified the school of reasons for continuing absence.

4.19 Parental Capacity

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

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

- drunk
- under the influence of other drugs whether prescription or not
- behaving in an irrational, aggressive or concerning way which suggests they are not able to offer safe care to the child or not fit to drive, the school should take appropriate steps to avoid releasing the children to the carer.

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

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

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

4.20 Private Fostering

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

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

4.21 Direct Payments

If we are made aware that a direct payments worker is engaged by parents for overnight supervision of children SAFEGUARDING AND PARTNERSHIP HUB - S&PH will be notified.

4.22 Responding to Concerns

Staff are reminded of the school procedures (which are displayed around the site) and regularly reminded to maintain an 'it could happen here' attitude.

- All staff have a responsibility to respond to disclosures by children or other concerns and pass these concerns on to the Designated Safeguarding Lead immediately via CPOMS
- Concerns relating to marks or injuries should be recorded on a 'Body Map' outline in CPOMS

It is vital that staff do not:

- **dismiss** concerns or disclosures as insignificant, they may provide a vital link to other information
- **keep** such concerns to themselves
- **promise** secrecy to children or adults making disclosures but reassure them that information will be shared appropriately and confidentially.
- Take photographs of any marks or injuries
- Investigate or seek proof ask closed questions that lead a child into a particular answer but if they need to clarify aspects of a disclosure by or about a child use only 'TED' type questions i.e., Tell me..., Explain..., Describe...
- Delay recording or passing on concerns to the DSL
- Discuss with parents or carers

It is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff. Failure to report such concerns may be considered an act of misconduct or gross misconduct within the school's Disciplinary Policy.

4.23 Passing on Concerns

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

What do we do when an issue is recognised / suspected?

It is essential that all suspected Child Protection issues are taken seriously and that guidelines are followed.

If a child discloses information of a Child Protection nature to you:

- never promise the child that what they have told you can be kept secret. Explain that you have a responsibility to report what the child has said to someone else,
- if the child then decides not to continue this must be reported as a concern in itself,
- 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 a note of the discussion, taking care to record the timing, setting and people present as well as what was said.
- Report the concerns to the relevant CPL immediately after the disclosure and provide them with the notes you have made. In the absence of the designated CPL any CP issues should be reported to the

Deputy or the Safeguarding Lead. This should be done even if it means contacting them at home □ Do not investigate the matter further yourself, or contact parents/carers.

If an external source alerts you to a potential child protection issue.

As above and take the details of the person expressing the concern if possible.

If you suspect a child protection issue due to observations you have made.

- Write detailed and accurate notes about your concerns immediately.
- Report the concerns to the Designated Safeguarding Lead immediately and provide them with the notes you have made. In the absence of the designated Safeguarding Lead any CP issues should be reported to the Deputy. In the absence of the Deputy, issues should be reported to the Key Stage Leads or, if necessary, to the Safeguarding Officer at South Hunsley School. This should be done even if it means contacting them at home.
- Do not investigate the matter further yourself, or contact parents/carers.

What does the Safeguarding Lead or Deputy do with the information?

- When the Safeguarding Lead receives the information, they will immediately check with the person providing this, to ensure they have and understand all the information that is available.
- Whenever possible discussion will take place between the Safeguarding Lead and Deputy in order to clarify the information and to decide on the action to be taken.
- Whenever possible the investigating officer will talk to the child as soon as possible. This may not be possible due to the child's absence.
- A decision will be made regarding the next steps to take. These steps may include:
 - Consulting with SAFEGUARDING AND PARTNERSHIP HUB - S&PH about initial concerns
 - Monitoring the situation, alerting teachers, providing them with the minimum information required to effectively monitor the child.
 - Contact the parent/carer to discuss concerns; consideration of whether this would put the pupil at greater risk needs to be made.
 - Make a referral to the S&PH on 01482 395500, giving as much information as possible. This must be confirmed in writing within 2 working days using the Confirmation of Referral form to the Child Care team and to County Hall using the standard Child Protection notification form.
- CPOMS records must be made of the details of the referral/concern
- Any further information/concerns obtained must also be passed to the Child Care Team via the Safeguarding Lead / Deputy, and filed in the CP file.
- If the Child Care Team do not contact the school within 24 hours the Child Protection officers should contact them to confirm what action will be taken if any.
- The Safeguarding Lead, Deputy and Key Stage Leads will regularly review the ongoing CP referrals.

4.24 Decision Making

If it is considered that a pupil has suffered or is at risk of significant harm the parent / carers will be made aware that the school will need to discuss the matter with the SAPH and an immediate CP referral should be made.

However, if it is thought that:

- Informing parents/ carers might place the child at continued or increased risk and/or

- There is a possibility that a crime may have been committed and/or
- In cases of suspected fabricated illness, radicalisation, FGM or Forced marriage and /or
- Informing parents/ carers might place staff at risk and/or
- When a delay in obtaining consent may put a child at risk a contact to the SaPH will be made before discussing the matter with parents or carers.

In any case this will be done **as soon as possible after the information or concern emerges** to ensure that the SaPH and in some cases the police are able to respond within the school day.

After a telephone contact to the SaPH the DSL or other delegated member of staff will email a completed **Request for Service Form (Appendix)- ideally immediately after initial telephone referral** and at the latest within 24 hours to support informed decision making.

- If the child is already 'Open' to CSC an initial contact will be made with the Social Worker or if unavailable the 'Duty' team member at CST
- In the case of a child open to a 0-25 team Social Worker the school will contact her/ him. If open to a non-Social Work 0-25 worker then the SaPH will be contacted.
- In all cases records of discussions with the SaPH and other professionals will be recorded in the Child's file.

4.25 Children's Emergency Duty Team (CEDT)

The principal responsibility of the CEDT is to respond to out of hours contacts in relation to child/ren where intervention from ERYC is required to safeguard a vulnerable child/ren and where it would not be safe, appropriate or lawful to delay that intervention to the next working day.

If a child or children are deemed to have or be at risk of significant harm and it is outside office hours, the school will contact CEDT to discuss their concerns.

On contacting CEDT, the school are aware that the call will be taken by a Lifeline operator and not a social worker. Lifeline will then pass the information onto an on-call social worker. School will have the following information for the call:

- Name of the family and the child(ren) involved.
- Age(s) of the child(ren).
- Address and telephone numbers.
- Whereabouts of the child, if known.

Prior to contacting CEDT, school will consider the following to aid decision making:

- How does the current situation impact on the child?
- How does the parent / carer and child feel about your concerns, request for support?
- What needs to change to make things better or safer for this child and family?
- Has the child suffered any harm and how do you know? If the child has an injury describe this

- If yes, how often has this happened and what are the triggers?
- What is going well for this child and family?
- What has already been done to address any concerns and how has this helped?
- What resources / services are currently in place?
- What chronologies can you submit to support your referral?
- What would the family like to change?

The school will ensure they are available and contactable to receive a call back from the CEDT social worker who may need to gather further information or confirm the outcome of the contact.

4.26 Early Help and Prevention Support

- If it is felt that a child or family may require additional support that cannot be provided by the universal services available in or to the school, consent from parent / carers will be sought for a contact to be made to the Early Help and Prevention Hub.
- If after discussion with parents/carers and with their consent it is thought that additional support may be appropriate, the school will submit a 'Request for Service' form to the Early Help and Prevention Hub
- School will hear back from the Early Help and Prevention Hub (within 48 hours - Monday to Friday) as to their decision.
- If a service is to be provided the school will become a vital member of a TAF meeting and professionals will work together with the family to complete an 'Early Help Assessment'. The school will follow the local guidance in relation to completing Early Help Assessments:

<https://www.erscp.co.uk/practitioners-and-professionals/early-help-assessment-guidance/>

- If the DSL believes that the child may be a child in need or a child in need of protection, then the DSL will consider if a consultation with the SaPH is required to discuss their concerns.

If the Safeguarding Lead decide that no further action should be taken at that time a record of the reasons for that decision will be noted.

The Designated Safeguarding Lead will keep a record of all information collected and any subsequent decisions and action taken, including details of other persons involved in the decision-making.

4.27 Escalating concerns about individual cases

When 'Requests for Service' are made, the SaPH or EHPH will inform the school of the outcome and decisions made for the child. If the school does not receive written feedback on the decision reached by the SaPH or EHPH within 24 (or sooner in urgent cases) or 48 hours respectively the school will contact the appropriate Hub to seek advice.

If the DSL disagrees with the advice or action made by SaPH, the EPH or the CST and/or the concerns are escalating or that there are delays for the child, the DSL will discuss this with the appropriate Manager and if the concerns persist follow the escalation policy, the ERSCP:

'Resolving Inter-Agency Disagreements Guidance and protocol, including escalation, for use by staff from all agencies' should be the point of reference.

Records of all such discussions and responses will be retained in the pupil's chronology.

The DSL will ensure that a record of all information is collected, and any subsequent decisions and action taken, including details of other persons involved in the decision-making. This will include recording reasons not to refer the concerns to other agencies or not to seek advice if that was the course of action.

The DSL will update the school referrer as soon as possible on a 'need to know' and 'case by case' basis. If the member of staff feels that the actions taken are inappropriate, ineffective or that the concern is continuing they should raise concerns with the DSL or Senior Member of staff and press for reconsideration or discussion.

If there is still a concern by the member of staff or they feel the situation is urgent s/he can refer to the SaPH, the allocated Social Worker or the LADO themselves.

The DSL will keep a record of all information collected and any subsequent decisions and action taken, including details of other persons involved in the decision-making. This will include recording reasons not to refer the concerns to other agencies or not to seek advice if that was the course of action.

4.28 Multi-agency Working – Joint working with other agencies and Early Help

Multi Agency Safeguarding Arrangements

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

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

We are therefore committed to initiating and supporting inter-agency work such as:

- Early Help Assessment Framework
- CP Case Conferences, core groups and other multi-agency meetings
- Joint working with the school EWO & Education Welfare Service
- Multi-agency review/planning meetings
- Working with Youth & Family Support Services
- Working with Child Adolescent Mental Health Services
- Liaison with the relevant Children's Centre

- The Domestic Abuse alert system – Operation Encompass

School will support ERSCP arrangements for the auditing and assurance of our Child Protection & Safeguarding arrangements.

Whilst observing the requirements of KCSiE 2023, access for relevant professionals (e.g. Social Worker, Educational Psychologist etc) will be facilitated and where appropriate, from a placing local authority.

Where there is a need for detention, treatment and questioning by police officers, the Headteacher and DSL are aware of the requirement for children to have an Appropriate Adult (PACE Code C 2019) and will respond to concerns in line with the school 'Searching, Screening and Confiscation' policy and/or behaviour policy, which is informed by the DfE 'Searching, screening and confiscation at school' guidance.

4.29 Case Conferences and Core Group, TAF and Strategy Meetings

The school recognises the pivotal role we have to play in multi-agency safeguarding arrangements and is committed to its responsibility to work within the local ERSCP multi-agency safeguarding arrangements as identified within 'Working Together to Safeguard Children'.

The Senior Leadership Team, Governing Body and DSL will work to establish strong and co-operative local relationships with professionals in other agencies, will work positively with partner agencies to promote the safety and well-being of pupils.

The Designated Safeguarding Lead & Head Teacher will ensure that the appropriate member(s) of staff will attend Initial & review Case Conferences and Core Groups and that written reports are prepared each Case Conference.

Reports will be compiled after discussion with relevant staff involved with the child.

Reports will be discussed if possible with parents before forwarding to the Case Conference Chair 3 days before an Initial and 5 days before a Review Conference.

Feedback will be given to staff under the 'Need to know' principle on a case-by-case basis.

Where meetings occur outside of school term times, we will attempt to ensure representation at these meetings and where possible and practical host such meetings. Where not possible the East Riding of Yorkshire Council's Education Safeguarding Team will offer this support.

We will attempt to ensure representation at other meetings and where possible and practical host such meetings.

Feedback following conferences & meetings will be given to school staff under the 'need to know' principle on a case-by-case basis

4.30 Information Sharing

Information will be shared in line with the key principles outlined in *Information Sharing Guidance for Practitioners and Managers p 11-13*. In cases involving possible child abuse the school has a duty and ability to share information

The Safeguarding Leads will ensure that:

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

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

The DSL/headteacher will ensure that the sharing of information is in line with the UK Data Protection Act 2018 and UK GDPR and following principles as outlined in: *'Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers, July 2018'*, the seven golden rules to sharing information:

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to-date, is shared in a timely fashion, and is shared securely.
7. A record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

The school has an appropriately trained Data Protection Officer (DPO) as required by the UK General Data Protection Regulations (UK GDPR) to ensure compliance with all matters relating to confidentiality and information sharing requirements

Due regard will be given to the relevant data protection principles, which allows the sharing and withholding of personal information. The Data Protection Act 2018 and UK GDPR do not prevent the

sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSiE 2023).

4.31 Children's Concerns

- The School recognises that listening to children/young people is an important and essential part of safeguarding them against abuse and neglect. To this end any expression of dissatisfaction or disquiet in relation to an individual child/young person will be listened to and acted upon to in order to safeguard his/her welfare. We will seek to develop resilience in the children and ensure that they are aware that they can seek help and support.
- Children will be made aware of the opportunities available to them to seek advice and support within the formal and informal curriculum. (Safeguarding Children & Safer Recruitment in Education (2007-DCSF /DfES) p71-73)
- Safe school procedures including Child Protection matters will be discussed by the School Council to gather children's opinions about the support systems in place.

Children will be made aware of the opportunities available to them to seek advice and support within the formal and informal curriculum. **This includes the teaching of the appropriate Relationship & Health Education (Primary) Relationship, Sex and Health Education (Secondary) from September 2020**

We will seek to develop resilience in the children and ensure that they are aware that they can seek help and support and their concerns will be treated seriously.

Children and young people are made aware that the school's approach to any incident of peer-on-peer abuse (including sexual violence and sexual harassment) is confidential and they understand that their concerns will be treated seriously. The school's reporting mechanism is promoted via assemblies and PSHE Talk Time lessons and the school follows guidance from Part Five of KCSiE 2023

Safe school procedures including Child Protection matters will be discussed by the Pupil Leadership Team and through assemblies, Talk Time and school surveys etc to gather children's opinions about the support systems in place.

4.32 Recruitment and selection of staff

The school complies fully with Statutory Guidance KCSiE 2023 'Part Three: Safer recruitment' and the ERYC Safer Recruitment (or other HR Provider) supporting guidance, in relation to adverts, application process, shortlisting, related reference seeking and consideration of standardised online checks on candidate at the shortlisted stage, employment history, selection and pre-appointment vetting checks, regulated activity and recording information.

The Trust ensures that that all relevant pre-employment checks are carried out (refer to the Trust 'Disclosure and Barring Service Policy' and the Trust Child Protection and Safeguarding Policy, available on The Education Alliance website):

e.g.

- an identity check
- a barred list check
- an enhanced DBS check
- a prohibition from teaching check
- further checks on people living or working outside the United Kingdom (UK)

- a check of professional qualification
- a check to establish the person's right to work in the UK
- Childcare Disqualification Declaration Process

A Single Central Register (SCR) is maintained by The Education Alliance trust's Human Resources Director and is checked by the Headteacher throughout the year, the checks being signed off by the Safeguarding Lead and the Local Governing Body.

All staff that are covered by the:

'Disqualification under the Childcare Act 2006 Statutory guidance for local authorities, maintained schools, academies and free schools Aug 2018' and are aware of their responsibilities to disclose any possible matters that need to be considered under this act. If such disclosures are made, the headteacher will seek advice from ERYC HR service (or other HR provider) who will liaise with the LADO.

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

Where a pupil/student is placed in an alternative provision provider, the school will continue to be responsible for the safeguarding of that child. Appropriate checks will be undertaken to ensure the provider meets the needs of the pupil/student, including written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment.

The school ensures that DBS checks on all staff, Governors and volunteers who are engaged in Regulated Activity are carried out as required by the Statutory Guidance (KCSiE 2023). This includes a check with the children's barred list and would alert the school to any Secretary of State section 128 direction. The School also ensures that for all other staff (e.g. contractors) who may have regular contact with children, who are not engaging in regulated activity the appropriate level of DBS checks are either carried out or confirmation of such checks are completed.

The Headteacher, HR Director and at least one Governor have completed the appropriate safer recruitment training and it is ensured that the appropriate expertise is updated as required.

4.33 Induction

When new staff start at the school they are briefed on the school CP and Safe Working procedures and given a copy of and access to:

- This policy
- Behaviour policy
- Trust Expectations & Code of Conduct
- Acceptable Use of ICT Policy
- Trust Safeguarding Handbook
- Safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods
- KCSiE 2023 Part One
- The identity and roles of the school safeguarding team

Other temporary or visiting staff are made aware of the CP reporting procedures in the school and given a induction including the contact details of the safeguarding team.

4.34 Staff Safeguarding Training and Awareness

- **All staff** are reminded of safeguarding policy and procedures at the start of each school year and at other times if required.
- **All staff** have received and had time allocated to read and have the opportunity to seek advice or clarification about the current: Keeping Children Safe in Education 2023 – Part 1 information for all school & college staff.
- *Trust Expectations and Code of Conduct*

and have access to the current:

- Hunsley Primary Child Protection & Safeguarding Policy and Procedure
- What to Do if you are worried a child is being abused
- Trust Whistle Blowing guidance

All teaching and teaching assistant and pastoral staff and DSG complete the online training 'Safeguarding in Education'

Other staff and Governors complete the online 'Awareness of Child Abuse & Neglect' module

All staff will complete refresher training every 3 years thereafter

Workshops to Raise Awareness of Prevent (WRAP) will be delivered to the appropriate staff following an appropriate risk assessment which will be regularly reviewed.

DSL training

The DSL completes the following ERSCP training as a minimum.

This training will be enhanced by other ERSCP training on topics relevant to the school's specific needs.

- Annual ERSCP LA School DSL dedicated update and refresher training.
- Safeguarding in Education Level 3 (Online).
- Prevent online training (Course 1, 2 and 3)
- FGM online training.
- Domestic Abuse training
- Child Exploitation training
- Toxic Trio – Impact of Parental Mental Health, Substance Misuse and D.A. training
- Inappropriate Sexual Behaviour(s), Sexual Harassment and Sexual Violence training

All Senior Leadership will have completed the Level 3 online Safeguarding in Education training
Training can also be accessed via the ETSCP website Training (erscp.co.uk)

The Trust HR Team and Hunsley Primary Administrator will monitor training records annually to ensure training requirements are up to date and provide updates on safeguarding training for CPC report to Directors.

4.35 De-escalation, Safe Handling, Physical intervention and Use of Reasonable Force

- Staff will ensure that the school policy on physical intervention is followed and that any incidents requiring such action will be logged with the appropriate senior manager, and parents informed on the same day.
- Use of reasonable force to protect the safety of children or adults should be in line with the government guidance outlined in DfE Use of Reasonable Force, Advice for headteachers, staff and governing bodies
- Behaviour incident reports will be completed as soon as possible on the same day, unless in exceptional circumstances.
- Restorative methods will be considered after an incident and the pupils' views on the incident sought.
- Support will be offered to staff involved and incidents will be reviewed by senior staff not directly involved.
- Key staff will engage in Team Teach training or equivalent
- All staff will read and carry out the Use of Reasonable Force online training and documentation

4.36 Safe working

- All staff will be made aware and regularly reminded of the requirements of the school & DCSF Safe & Appropriate working guidance and related policies and have access to these documents and related advice from senior staff as needed.
- All staff should ensure that they do not behave in a way that will result in founded or unfounded allegations of inappropriate, abusive or dangerous behaviour.
- The Trust 'Expectations and Code of Conduct for Staff' policy is given to all staff.
- That any sexual 'relationship' consensual or otherwise with pupils up to 18 would constitute a criminal offence. Any such behaviour with pupils 18 or over would be regarded as a serious disciplinary matter.

4.37 Allegations against staff – Whistle Blowing

See Trust Whistle Blowing Policy and the Expectations and Code of Conduct Policy and Statutory Guidance – Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors

Concerns that meet the 'Harm Threshold'

KCSiE, 2023, Paragraph 355, outlines the 'Harm Threshold' –

- behaved in a way that has harmed a child, or may have harmed a child, and/or
 - possibly committed a criminal offence against or related to a child, and/or
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children
- In terms of the 'Harm Threshold', staff are aware that an allegation may be made in respect of behaviour that: may have harmed a child, involve a crime, is inappropriate behaviour towards a child either in their professional or private life or behaviour in their private life or the community not involving a child, but that may suggest that they could present a risk to children.
- All staff are made aware that if they receive an allegation of inappropriate or abusive behaviour by a colleague, or feel required to make such an allegation, they should pass the information, without delay, to the DSL / Headteacher who will contact the LADO immediately.

- If the allegation concerns the Headteacher, Chief Executive Officer or Executive Principal the referrer should contact the Chair of The Board of Directors and the LADO immediately. **It is unacceptable for any member of staff not to refer such concerns.**
- All staff are made aware of their responsibilities in this and the procedure to follow. Any such matters will be dealt with in the strictest confidence.
The Chief Executive Officer or Executive Principal (or other) will, on the same day, contact the LADO and follow the statutory guidance contained in ERSCP Guidance & ‘*Dealing with Allegations of Abuse Against Teachers & Other Staff.*’ and ‘*Keeping Children Safe in Education 2023 sec 4*’
- All involved will attempt to deal with any allegation is fairly, quickly and consistently, in a way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.
- Staff are aware that an allegation may be made in respect of behaviour that: may have harmed a child, involve a crime, is inappropriate behaviour towards a child either in their professional or private life or behaviour in their private life or the community not involving a child but that may suggest that they could present a risk to children.
- We may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, schools and colleges should follow their safeguarding policies and procedures, including informing the LADO

4.38 Low Level Concerns

The school may also need to take action in response to ‘low-level’ concerns about staff.

Examples of such behaviour could include (KCSiE, 2023, Paragraph 426), but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- humiliating pupils

The school has an open and transparent culture in which all concerns about all adults working in or on behalf of the School/College are dealt with promptly and appropriately; this enables us to identify inappropriate, problematic or concerning behaviour early, minimise the risk of abuse and ensure that adults working in or on behalf of the School/College are clear about and act within appropriate professional boundaries, and in accordance with our ethos and values.

A ‘Low-Level’ concern does not mean that it is insignificant; a low-level concern is any concern that an adult working in or on behalf of the School may have acted in a way that is inconsistent with expectations and the Staff Code of Conduct, including inappropriate conduct outside of work and does not meet the ‘harm threshold’ or is otherwise not serious enough to consider a referral to the LADO.

It is crucial that all low-level concerns are shared responsibly, recorded and dealt with appropriately to protect staff from becoming the subject of potential false Low-level concerns or misunderstandings.

Whether all low-level concerns are shared initially with the DSL or another nominated person, or with the Headteacher, is a matter for local arrangement.

If low-level concerns are reported to the DSL, the DSL should inform the Headteacher of all low-level concerns in a timely fashion according to the nature of each particular concern. Additionally, the headteacher/principal may wish to consult with the DSL and take a more collaborative decision-making approach.

The Headteacher is the ultimate decision maker in respect of the response to all low-level concerns and if deemed appropriate, will share concerns and liaise with the LADO to clarify if the Harm Threshold has been met or if the matter can be dealt with as a low-level concern.

Low-level concerns shared about supply staff and contractors will be shared with their employers so any potential patterns of inappropriate behaviour can be identified.

Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified.

Records will be kept confidential and will be held securely and retained and in compliance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and other relevant policies and procedures (for example data retention policies).

Where a pattern is identified, the School will implement appropriate action, for example consulting with the LADO enquiry line and following appropriate disciplinary procedures.

4.39 Use of Premises by other Organisations

Where services or activities are provided separately by another body using the School facilities/premises, the Headteacher and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place regarding safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers. If this assurance is not achieved, an application to use premises will be refused. The school will refer to the guidance on 'Keeping children safe in out-of-school settings' (DfE, April 2022) to inform the safeguarding arrangements that these providers are expected to have in place and will monitor and oversee arrangements, practice and communication in light of this.

Safeguarding requirements will be included in any transfer of control agreement (such as a lease or hire agreement), as a condition of use and occupation of the premises. Failure to comply with this will lead to termination of the agreement.

This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll.

There is a clear expectation that external providers will liaise with school on safeguarding matters where appropriate. In the event of any safeguarding allegations being received when an individual or organization is using school premises, local safeguarding policies and procedures will be followed, including the involvement of the LADO.

4.40 Parents

- We believe that our Safeguarding and Child Protection work will be more effective if it is carried out in partnership with parents and carers and that preventative and supportive strategies such as Interagency working and the Common Assessment Framework should be used whenever possible.
- However we ensure that parents are aware that we may need to make CP referrals or seek related advice without their consent or knowledge.

- Parents are also made aware that the CP policy is available from the school. The name and contact details (via school) of the CP Director and CP Governor is publicised should parents wish to raise any suggestions or queries about the policy or specific issues. Any such concerns will be taken into account when the policy is reviewed and responded to by the CP Director, Safeguarding Lead or Executive Principal.

5. Online Safety, Filtering and Monitoring, E Safety & Acceptable Use policies

The importance of safeguarding children from potentially harmful and inappropriate online material is recognised and understood, along with the fact that technology is a significant component in many safeguarding and wellbeing issues.

To address this and in light of the 4 categories of risk outlined below, we will adopt a whole school approach involving a number of measures and approaches with the aim of:

- Having robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- Protecting and educating the whole school community in safe and responsible use of technology, including mobile and smart technology
- Setting clear guidelines for the use of mobile phones for the whole school community
- Establishing clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The approach to online safety is based on addressing the following 4 categories of Risk:

- Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

KCSiE 2023, outlines the need for staff and Governors to receive training covering online safety (including Filtering and Monitoring). The Governing Body will retain strategic oversight of this and ensure that appropriate processes and procedures are established and maintained.

The Governing Body will

- Ensure that the school has appropriate and effective filtering and monitoring systems in place
- Ensure the DSL takes lead responsibility for understanding the filtering and monitoring systems in place as part of their role
- Ensure that all staff undergo safeguarding and child protection training, including online safety and that such training is regularly updated and is in line with advice from the safeguarding partners
- Ensure staff understand their, roles and responsibilities around filtering and monitoring

In relation to filtering and monitoring, we will adhere to DfE filtering and monitoring standards on school devices and school networks, and in so doing will:

- identify and assign roles and responsibilities to manage filtering and monitoring systems
- review filtering and monitoring provision at least annually
- block harmful and inappropriate content without unreasonably impacting teaching and learning

- have effective monitoring strategies in place that meet their safeguarding needs

The school have established mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Filtering breaches or concerns identified through internal monitoring will be recorded and reported to the DSL, who will review and respond as appropriate.

The DSL will respond to online safety concerns in line with Safeguarding / Child Protection and any other associated policies, including our Anti-bullying Policy and Behaviour Policy.

The school uses a wide range of devices and technology systems to facilitate internal and external communication, teaching and information storage. The school Acceptable User Policy underpin the operation of all school owned devices and systems along with safety and security measures in place.

All communication with pupils/students and parents/carers will take place using School provided or approved communication channels; for example, School provided email accounts and phone numbers and/or agreed systems: Microsoft 365 or equivalent etc. Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.

Any access to materials believed to be illegal will be considered as a safeguarding issue and appropriate action taken to address concerns.

6. Extended School and Offsite provision & Educational / Residential Visits

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

When pupils attend off – site activities and provision including day, residential, work related learning placements and other alternative provision we will ensure that we obtain the same written assurances.

We will ensure that attendance at alternative or off-site provision for pupils that remain on the school role is monitored in the same way as other pupils.

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

In the same way the DSL will discuss such concerns with Educational Visits Coordinators and visit leaders at the visit planning stage. The school will follow the East Riding planning and Risk assessment procedures for all educational visits and activities via EVOLVE.

7 Visitors, Volunteers, Supply and Agency Staff & Contractors

Visitors to the school including contractors and volunteers are asked to sign in and are given a badge to confirm that they have permission to be on site. The school has a clear colour coded system for visitor badges, staff and pupils are able to quickly distinguish staff and visitors on site.

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

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

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

The school will follow KCSiE 2023 Part 3 statutory Guidance advice in such cases.

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

The Single Central Record is maintained to ensure that all appropriate staff, volunteers, Governors, agency and contracted staff in Regulated Activity are entered on it. The SCR is regularly checked by the Head of school and reported to the LGB.

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

8. Site Security Health & Safety and emergency procedures.

8.1 Health and Safety

- There is a Trust Specific Health & Safety policy in place.
- Daily visual site inspections are carried out before school.
- Ongoing risk assessments for teams, areas and individuals are maintained.
- Termly Health & Safety inspections are carried out.
- Annual Trust Health & Safety and environmental audits & inspections are carried out.
- All staff are aware of their responsibilities for procedures for reporting Health & Safety concerns **and** there is a clear system for staff and pupils to report and log Health & Safety concerns or 'near misses'.

8.2 Fire Practices

Fire practices are held regularly at varying times of day and week and any deficiencies corrected 8.3

8.3 Critical Incidents

Communication systems are in place and understood by all staff and volunteers to ensure appropriate and safe responses to in the event of critical incidents. The school has a clear critical incident procedure which will be followed should a partial or total lockdown be required.

Appendix 1 (Hunsley Primary CP Procedure)

Definitions of Significant Harm & Indicators of Abuse

A person 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 a stranger.

- 1. 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 feigns the symptoms of, or deliberately causes, ill health to a child whom they are looking after.
- 2. 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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, 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.
- 3. EMOTIONAL ABUSE** is the persistent emotional ill treatment 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.
- 4. SEXUAL ABUSE** involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e. rape or buggery) or non-penetrative acts. They may include non-contact activities, or encouraging children to behave in sexually inappropriate ways.

Indicators of Abuse

IT IS IMPORTANT TO NOTE THAT THESE LISTS ARE POSSIBLE INDICATORS OF ABUSE. MANY OF THESE SIGNS COULD HAVE OTHER EXPLANATIONS.

Some of the signs are the same, so there will be duplications in the lists. Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows one or more of these symptoms, or any one of them to a marked degree.

Signs of Physical Abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home

- Fear of medical help
- Self-destructive tendencies
- Aggression toward others
- Running away

Signs of Emotional Abuse

- Physical, mental and emotional developmental lags
- Admission to punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-mutilation or self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Substance or alcohol abuse
- Running away
- Compulsive stealing or scavenging

Signs of Sexual Abuse

- Sudden changes in behaviour or school performance
- Displays of affection in a sexualised manner inappropriate to age
- Tendency to cling or need constant reassurance
- Tendency to cry easily
- Regression to younger behaviour e.g. thumb sucking, acting like a baby, playing with discarded toys
- Complaints of genital itching or pain
- Distrust of a familiar adult, or anxiety about being left with other adults
E.g. a relative, baby-sitter or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Wetting, day or night
- Sleep disturbances or nightmares
- Chronic illnesses, especially throat infections and STI's
- Anorexia or bulimia
- Self-mutilation, attempted suicide, frequently running away
- Unexplained pregnancy
- Fear of undressing for gym
- Phobias or panic attacks

Not all sexually abused children will exhibit clear signs of disturbance. Some will be 'model pupils', displaying none of the characteristic effects of sexual abuse.

Signs of Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness

- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- No social relationships
- Running away
- Compulsive stealing or scavenging

Other Indicators that a Child or Young Person may not be safe

School staff are also well placed to observe, and should be alert to other signs that a pupil may not be safe.

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages, using mobiles, tablets, smartphones or laptops (NSPCC 2016).

The Trust has a programme of PSHE activities which educate pupils about sexting. The trust follows Local Safeguarding Children's Partnership Procedures to manage individual cases. In such cases the trust will offer further personalised education to individual pupils, and where appropriate seek further advice from SAFEGUARDING AND PARTNERSHIP HUB - S&PH. If any staff member becomes aware of any incidents of sexting they must report to the Safeguarding Lead who will liaise with the Safeguarding Deputy to investigate and determine the most appropriate intervention.

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

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

- drunk.
- under the influence of other drugs whether prescription or not.
- behaving in an irrational, aggressive or concerning way which suggests they are not able to offer safe care to the child or not fit to drive, the school should take appropriate steps to avoid releasing the children to the carer.

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

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

- 1) Staff concerned will alert Senior staff and keep the child separate if possible.
- 2) Staff will talk to the adult and re - assess their ability to keep the child safe.
- 3) Consider contacting other authorised carers.

- 4) If not appropriate or not available and there is a perceived risk we will explain to the adult that CSC and the police are being contacted for advice and ask s/he to be patient & calm. The child will be supervised elsewhere in school if possible.
- 5) If it is not possible to avoid the adult taking the child and there are concerns for their safety and that of staff and others 999 will be called and Safeguarding and Partnership Hub - S&PH or EDT notified.

Appendix 2 - (Hunsley Primary CP Procedure)

Responding to Concerns and Disclosures

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

The use of 'TED' questioning may be appropriate

Tell me what happened
Explain what you mean
Describe how...

Or Open ended questions e.g.

What happened?
Where were you?
When did this happen?
Who was there?
How did it make you feel?

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


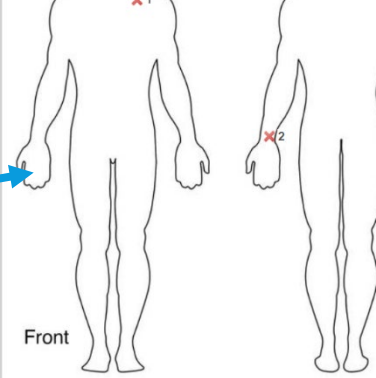
- Make a written note of:
 - What is said
 - Who is present
 - Anything else that happens after the child discloses
 - Ensure legibility, full dates & clear signature
 - Maintain strict confidentiality
 - Pass the information to the Safeguarding Lead / Deputy on the same day

Appendix 3 - CPOMS

Hunsley Primary School | Dashboard | Account Settings

Categories
 Behaviour Mental Health and Wellbeing Safeguarding

Linked student(s)
Begin typing a student's name
Type a student's name to link them to this incident.

Maps
 
Front Back

Date/Time
31/08/2022 19:31

Status
Active


Assign to
Begin typing a staff member's name

Files
Click to browse or drag a file to upload

Alert Staff Members
Begin typing a staff member's name
Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normal

Agency Involved

Submit Incident



Appendix 4 (Hunsley Primary CP Procedure)

Example of Advice for Children

If someone is hurting or upsetting you or making you feel scared, it is not your fault.

You are not alone, there are people who can help you and stop people from making you feel scared or hurt.

You may be frightened of the person hurting you or your friends, but there are things you can do to get help and make it better.

This includes someone who may be frightening you on the Internet or on your mobile

You should:

- **Tell someone** you trust such as your friends, teachers, parents, grandparents. Other people at school may be able to help such as your Teacher, Teaching Assistant or member of the Office Staff
- **Let people help** to make things better by stopping the person from hurting you or your friends

You shouldn't

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

Other help

Designated Safeguarding Lead Hunsley Primary – Julie Boyes

Safeguarding Deputy Hunsley Primary – Mrs Mutter

Inclusion Lead (SENCo) – Mrs Hudson

Child Protection Designated Safeguarding Lead South Hunsley – Mitch Trainor

www.nspcc.org.uk

www.childline.org.uk

Children and Young People's Participation Team

99 Manor Way

Anlaby

HU10 6TN

Tel: 01482 396828

Becky Hunt – Children's Rights Officer , 01482 396826

www.rights4u.org.uk

Appendix 5 (Hunsley Primary CP Procedure)

Advice / Information for parents

(to be used at induction and in newsletters etc)

Within The Education Alliance, we recognise that your child is our responsibility and concern. We want to work in partnership with you, and discuss with you, any concerns we may have or that you may have.

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

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

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

If you want to know more about our procedures or the policy, please contact the school.

Appendix 6 (Hunsley Primary CP Procedure)

The Local Safeguarding Children Partnership's Procedures contain the detailed inter-agency processes, protocols and expectations for safeguarding children. They can be found on the East Riding of Yorkshire Website in the Health and Social Care section.

A Making A Child Protection Referral.

If the school believes that a child may have suffered, is suffering or be at risk of suffering significant harm, a referral **must** be made to the Early Help and Safeguarding Hub as soon as possible within the school day.

1. SAFEGUARDING AND PARTNERSHIP HUB - S&PH 01482- 395500 and outside office hours to the ER Emergency Duty Team on 01377- 241639
 2. Local Safeguarding Children Teams and the CPO Officer and ERSCP Duty Officer are available to discuss individual cases for advice & guidance.
 3. If parents/carers have not been informed it should be established with the LSCT when and by whom they will be informed and if there are other actions the school needs to take.
 4. When a CP referral is made the time and the person taking the referral should be recorded on the child's CPOMS record.
-
1. Telephone referral must be followed by an ERSCP 'Confirmation of Referral' form, (with as much information completed as possible,) which should be emailed or Faxed to SAFEGUARDING AND PARTNERSHIP HUB - S&PH Safeguarding & Partnership Hub
 2. A member of the LSCT should report back to the school within 24 hours of receipt of the written referral to outline the action to be taken. If this is not done the school should seek that information from the LSCT and if there is no response contact the CPO or ERSCP for advice.
 3. If it appears that urgent medical attention is required, arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
 4. Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from LSCT or the police (for instance about difficulties if the school day has ended). Remain with the child until the Social Worker takes responsibility.
 5. If school needs to refer a pupil who lives in a neighbouring Local Authority the following contact numbers should be used for new referrals.

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

Looked After Children

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

If the child is resident in ER but Looked After by another LA their Social Worker or Duty manager should be contacted. If such a referral is about an incident occurring in the ER then SAFEGUARDING AND PARTNERSHIP HUB - S&PH should be notified in addition.

Consulting parents

Parent's permission, or the child's **where appropriate**, should be sought before discussing a referral about them with other agencies, unless permission-seeking may itself place a child at increased risk of significant harm.'

'Working Together to Safeguard Children'

1. If possible any concerns about a child's welfare should be discussed with parents provided that this will not:

- Possibly place the child at increased risk*
- Possibly place staff at risk*
- Cause a delay in referring if contact cannot be made*

2. If there are doubts or reservations about involving the parents the CPC should seek advice from the Family Support Team.

NOTE: Always record your reasons for not discussing your concerns with parents.

3. Even if parents refuse to give consent for information to be shared and you remain concerned about the safety of the child or young person, make the referral to SAFEGUARDING AND PARTNERSHIP HUB - S&PH or other relevant agencies if they are already involved. Record your reasons for dispensing with parental consent.

Appendix 7 (Hunsley Primary CP Procedure)

Record Keeping: Why is it important?

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

Record Keeping: Organisation

1. Additional paper files will be kept in the filing cabinet in the office. This is kept locked. The majority of files are stored on the Trust's Child Protection Online Management System (CPOMS)

2. The file contains:

- A Chronology which logs the following
 - Records of Concern
 - Body Map sheets if submitted
 - CP referral form copy
 - Meeting and Case Conference minutes.
 - Copies of reports for meetings
 - Details of siblings
 - Details of Social workers / Family Support workers
 - Details of contact with Parents and other agencies
 - Any other relevant information

It is essential that these are all referred to on chronology sheets and fully dated.

3. When children transfer school.

- a. If there have been child protection concerns, the file is reviewed and transferred separately from other school records and direct to the relevant member of staff in the receiving school.
- b. The file should be sealed and marked 'Private & Confidential FAO the Child Protection Officer' The receiving school will be notified by telephone that there are concerns and records will if possible be delivered or collected – both schools will sign a form of transfer to confirm receipt of the records.
- c. If posted the sealed and indicated records should be placed within a plain addressed envelope. A record should be kept of the date of such transfer of sensitive files and of the person to whom they are transferred. It is recommended that the receiving school acknowledges receipt of records, and this acknowledgement recorded by the sending school.
- d. In the event of a child moving out of the LA area photocopies of records should be retained before sending them.
- e. If the destination school is unknown the records should be retained until the child is officially removed from the school role and then forwarded to the CPO.

When receiving children from other schools the school should contact the sending school ascertain if there are CP concerns.

At transition liaison arrangements should include specific transfer of Child Protection information as part of the formal transition arrangements.

Appendix 8 (Hunsley Primary Child Protection Procedure)

Safeguarding Children; Information for visitors, supply staff and volunteers

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

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

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

Where CPOMs is unavailable, 'Record of Concern' forms are available on the safeguarding area of the w-drive or from the school office. Complete this form and pass it to the Designated Safeguarding Lead, Deputy, or Key Stage 1/2 Leader – if further help is needed, please refer to Debbie Dalton at Driffield School.

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

Do NOT conduct your own investigation. Keep all concerns or information confidential.

PREVENT

SAFEGUARDING REFERRAL FORM

Once completed please send this form to following email addresses:

prevent@eastriding.gov.uk

prevent@humberside.pnn.police.uk

This form is designed to help articulate a safeguarding concern under Prevent – where you are worried that an individual is at risk from Radicalisation.

Complete as much of the form as you are able; doing so will help you assess the level of risk, and start to identify the correct response as required.

However if you feel the risk is high and time critical, you may wish to refer your concern immediately to your Prevent Lead.

Please Note:

This form is designed to be a start-point for referral sharing across all public sectors. Please check whether you already have a form or process in place.

This form is not intended to replace any existing forms or procedures, but may be useful to help to refresh what may be currently available to you. Please also be aware of local or sector-specific guidelines for the sharing of information where appropriate.

1. Your Details

the person passing on the concern

NAME:

AGENCY/TEAM:

ROLE/JOB TITLE

EMAIL:

PHONE NUMBER:

DATE:

2. Details of individual BELIEVED TO BE AT RISK

Complete where able and

appropriate

FULL NAME:

D.O.B.

GENDER:

ETHNICITY

NATIONALITY:

FIRST LANGUAGE:

RELIGION:

OCCUPATION, OR NAME:
OF EDUCATIONAL ESTABLISHMENT

SOCIAL MEDIA NAME:

CONTACT DETAILS

NAME OF NEXT OF KIN:

NEXT OF KIN CONTACT:

3. PLEASE DESCRIBE YOUR RELATIONSHIP TO THE INDIVIDUAL

4. PLEASE SUMMARISE YOUR CONCERN(S)

5. WHAT INSTANCE OR CIRCUMSTANCE HAS LED TO YOU SHARING THIS CONCERN?

6. DOES THE INDIVIDUAL KNOW YOU ARE SHARING THIS CONCERN? Please tick where applicable

YES

NO

7. WHAT IS THE TIME FRAME FROM CONCERN BEING RAISED TO COMPLETING THIS FORM? Please tick where applicable

Less than a week

1-2 weeks

2-4 weeks

Over 1 month

3 months or more

8. PLEASE SELECT REASON(S) WHY YOU ARE SHARING THIS CONCERN please tick where applicable ✓

I want to speak to the individual(s) concerned and am logging my reasons for doing this

I want to check my concern with a colleague to see if it is justified

I want to refer my concern so a colleague can help check some context around it

I want to start safeguarding proceedings for this individual using internal resources

I'd like this concern to be immediately shared with partner agencies

Recommendation of a CP review.

9. PLEASE SELECT CONCERNING BEHAVIOURS YOU HAVE NOTICED Please tick where applicable ✓

ABUSE

USE OF INFLAMMATORY LANGUAGE online

FIXATED ON A TOPIC

SELF HARM

CONFRONTATIONAL

CLOSED CHALLENGE TO

ABSENTEEISM

CHANGE IN APPEARANCE

LEGITIMISING USE OF VIOLENCE

DRUG USE

APPEARANCE/ USE OF SYMBOLISM

DESIRE TO TRAVEL TO CONFLICT

ALCOHOL USE

EXPRESSION OF EXTREMIST VIEWS

QUICK TO ANGER

HONOUR BASED VIOLENCE

SEEKING TO RECRUIT TO IDEOLOGY

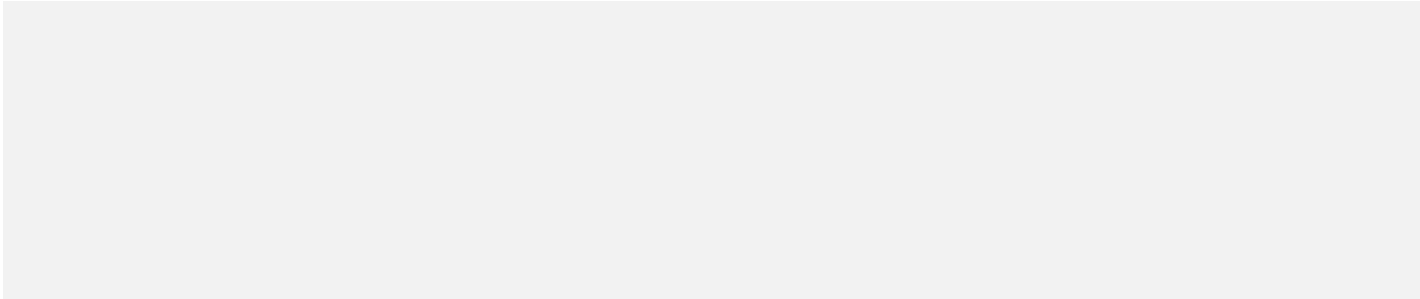
BECOMING SOCIALLY ISOLATED

ANTI SOCIAL BEHAVIOUR

INTERNET USE

THEM AND US LANGUAGE

PLEASE USE THIS SPACE TO ELABORATE ON ANY OF THE ABOVE OR DESCRIBE A BEHAVIOUR NOT LISTED:

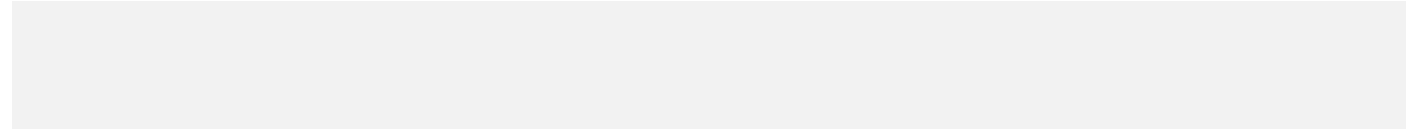


10. PLEASE SELECT IF ANY OF THE FOLLOWING CIRCUMSTANCES ARE APPLICABLE

Please tick where applicable ✓

- | | | | | | |
|---|---------------------------------|------------------------------|---------------------------------|---------------------------------|------------------------------------|
| FAMILY
BREAKDOWN | MENTAL HEALTH | UNEMPLOYMENT | LEARNING
DISABILITY | FAMILY
DISPUTE | PREVIOUS DOMESTIC
ABUSE |
| SEXUAL ABUSE | FINANCIAL
SUPPORT | ILLNESS | DISABILITY | HOMELESS | SOCIALLY
EXCLUDED |
| ADOLSCENCE
OR PERIOD OF
TRANSITION | TRAUMA FROM
CONFLICT | VICTIM OF
CRIME | VICTIM OF
HATE CRIME | LINKS TO
CRIMINALITY | GANG/GROUP
MEMBERSHIP |
| UNEXPLAINED TRAVEL | EXTREMIST
MATERIAL | LOSS/
BEREAVEMENT | | | |

PLEASE USE THIS SPACE TO ELABORATE ON ANY OF THE ABOVE OR DESCRIBE A BEHAVIOUR NOT LISTED:



11. DETAILS OF PERSON YOU ARE SHARING YOUR CONCERN WITH

NAME:	
ROLE/JOB TITLE	
EMAIL:	
PHONE NUMBER:	

12. PLEASE USE THE SPACE BELOW TO LOG WHAT YOU WOULD LIKE TO SEE HAPPEN NEXT OR SUPPORT YOU REQUIRE

Once completed please send this form to following email addresses:

prevent@eastriding.gov.uk

prevent@humberside.pnn.police.uk

Request for Service

Requests for **Early Help** or **Safeguarding Services** should be made using this inter-agency request for service form. The form is in line with the requirements of Working Together to Safeguard Children and local procedures.

Before completing this form please refer to the East Riding Safeguarding Children Partnership Threshold Guidance and (if available) seek advice from your organisational safeguarding lead or safeguarding professional.

*However If you are concerned a child has suffered or is likely to suffer significant harm and is at immediate risk call the **Children’s Safeguarding Hub** on **(01482) 395500** or ring **999** (asking for the Police). In these circumstances please complete this form to confirm your referral **within 24 hours**.*

CONSULTATION OFFER

If you are considering a request for additional needs you are welcome to contact an Early Help practitioner on 01482 391700 to discuss prior to making the request. If you are requesting intensive, targeted or specialist support please consider contacting the Safeguarding Hub for a consultation with a Social Worker before completing.

Section A – Referrer’s Details					
Date of referral:		Time of referral:		<input type="checkbox"/> Referral is a follow up to a telephone call	<input type="checkbox"/> This is a new referral
Name of referrer:				Role / relationship to child:	

Organisation:		Address of referrer:	
Contact number		Postcode:	
		E-mail:	

Section B – Consent to make a request for service

Consent should always be sought from an adult with parental responsibility for the child / young person (Or from the child themselves if they are competent) before passing information about them to either Children’s Safeguarding or Early Help community Hub. If a practitioner believes a child is at risk of significant harm, they have a duty to inform- this does not require consent, but it is good practice to inform an adult with parental responsibility that the request for service is being made, UNLESS doing so would place the child at risk of significant harm or may lead to the loss of evidence

Have you obtained consent to make the request for service?

No

Yes

Date obtained:

If yes, what is the parent / carer and child’s view of the request for service

If no, explain the immediate risk of significant harm that has prevented you from obtaining consent:

Section C – Why are you making this request today?

(e.g. has something happened, have your concerns increased?)

Has the child suffered or likely to suffer significant harm?

Yes/No

If yes please contact the safeguarding hub immediately and before completing this form.

Is this child at risk of exploitation

Yes/No

Is this child at risk of radicalisation

Yes /No

Section D: The Child's Details

Surname:

First name(s):

D.O.B or expected date of delivery:

Gender:

Male Female Unborn

			<input type="checkbox"/> Trans-gender	<input type="checkbox"/> Prefers not to say
School / early years setting		GP surgery and NHS number:		
Name of person with parental responsibility				
Child's home address:		Postcode:		
		Telephone:		
Current address (if different from above):		Postcode:		
		Telephone:		
Child's ethnicity:				
White <input type="checkbox"/> White British <input type="checkbox"/> White Irish <input type="checkbox"/> White any other background	Black or Black British <input type="checkbox"/> Caribbean <input type="checkbox"/> African <input type="checkbox"/> Any other black background	Mixed <input type="checkbox"/> White and black Caribbean <input type="checkbox"/> White and black African <input type="checkbox"/> Any other mixed background	Asian or Asian British <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Any other Asian background	Other Ethnic Groups <input type="checkbox"/> Chinese <input type="checkbox"/> Any other ethnic Group <input type="checkbox"/> NOT KNOWN

Child's first language or preferred means of communication:			Is an interpreter or signer required?	<input type="checkbox"/> No <input type="checkbox"/> Yes Details:
Child's religion	<input type="checkbox"/> Buddhist <input type="checkbox"/> Hindu <input type="checkbox"/> Methodist <input type="checkbox"/> Not known <input type="checkbox"/> Other Protestant <input type="checkbox"/> Catholic	<input type="checkbox"/> C of E / Anglican <input type="checkbox"/> Jehovah's witness <input type="checkbox"/> Mormon <input type="checkbox"/> No religion <input type="checkbox"/> Pentecostal Christian	<input type="checkbox"/> Eastern <input type="checkbox"/> Jewish <input type="checkbox"/> Muslim <input type="checkbox"/> Other <input type="checkbox"/> Roman	Has an Early Help Assessment (EHA) been completed? <input type="checkbox"/> No <input type="checkbox"/> Yes Details:
Does the child have a Special Educational Need or Disability?	<input type="checkbox"/> No <input type="checkbox"/> Yes Details: <input type="checkbox"/> Autistic spectrum disorder <input type="checkbox"/> Hearing impairment <input type="checkbox"/> Moderate learning difficulty <input type="checkbox"/> Multi-sensory impairment <input type="checkbox"/> Other difficulty / disability <input type="checkbox"/> Physical disability <input type="checkbox"/> Profound and multiple learning difficulty <input type="checkbox"/> Severe learning difficulty <input type="checkbox"/> Social, emotional or mental health <input type="checkbox"/> Specific learning difficulty <input type="checkbox"/> Speech, language and communication <input type="checkbox"/> Visual impairment		Does the child have an Education Health and Care Plan?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not known

Section E – Residing Household Details

If you are also referring a sibling of the child in Section A who is under the age of 18 years, please list them in this section and indicate that you are also referring them. Please also list the names and details of all children (under 18) and adults who are currently residing in the home.

Surname	First name	DOB	Age	Relationship to the child in section A	First language or preferred means of communication	Also referring
						<input type="checkbox"/> Yes
						<input type="checkbox"/> Yes
						<input type="checkbox"/> Yes
						<input type="checkbox"/> Yes

Section F – Non-Residing Family Details

Please also list the names and details of all children (under 18) and adults who are family members that do not reside in the home (i.e. separated parents, half-siblings).

Surname	First name	DOB	Age	Relationship to the child in section A	First language or preferred means of communication	Address and contact details	Also referring
							<input type="checkbox"/> Yes
							<input type="checkbox"/> Yes

							<input type="checkbox"/> Yes
							<input type="checkbox"/> Yes

Section G -Details of your /concerns, request for support

On a scale of 0 – 10, **how safe is the child right now?**
 (0 = so worried the child is certain to get harmed or harmed again. 10 = not worried, the child is safe)
 Scaling:
 Please describe the reason for your scaling

How does the current situation impact on the child?

How does the parent / carer and child feel about your concerns, request for support?

What needs to change to make things better or safer for this child and family?

Has the child suffered any harm and how do you know

If yes, how often has this happened and what are the triggers?

Section H – What is working?

What is going well for this child and family?

What has already been done to address any concerns and how has this helped?

What resources / services are currently in place?

What additional assessments or chronologies can you submit to support your referral?

Section I – What needs to Change?

What would the family like to change?

What change do you think needs to happen?

Section J – Services Already Working with the Family

Role	Full Name	Telephone	Email Address	Address and Postcode

If the child is at urgent and significant risk of serious harm the Safeguarding Hub should be contacted by telephone and followed up in writing within 24 hours.

This form should be sent to one of the following Hubs dependent upon identified need

Early Help Locality Hubs

ehphub@eastriding.gov.uk

Safeguarding Children Hub

safeguardingchildrenshub@eastriding.gov.uk

