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CHILD PROTECTION POLICY AND PROCEDURES

Date Policy produced: Sept 2015

Date Policy due for review:

Received by:

Staff sign:

Produced by:

PMW/MH

Reviewed by.

Rise Academy

Management Committee

Date:

Date:

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1. Preface

“Processes and procedures are never ends in themselves, but should always be used as a means of bringing about better outcomes for children. No guidance can, or should attempt to offer a detailed prescription for working with each child and family. Work with children and families where there are concerns about a child’s welfare is sensitive and difficult. Good practice calls for effective cooperation between different agencies and professionals: sensitive work with parents and carers in the best interests of the child; and the careful exercise of professional judgement and critical analysis of the available information” (*Working Together to Safeguard Children – A Guide To Inter-Agency Working To Safeguard And Promote The Welfare Of Children- HM Government 1999*).

2. Statement of Intent

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

Rise Academy have a responsibility to protect and safeguard the welfare of children and young people they come into contact with. The need for guidelines and procedures is important to ensure that this is done with understanding and clarity.

Rise Academy will aim to protect and safeguard children and young people by;

- Ensuring that all staff / volunteers are carefully recruited, trained and supervised.
- Having a Child Protection Policy and Procedure is reviewed on an annual basis and is in line with national and local policy developments.
- Ensuring that all staff and volunteers are familiar with the Child Protection Policy and Procedure. All staff will be briefed on any changes to the policy.
- Ensuring that staff / volunteers attend appropriate Local Safeguarding Children Board (LSCB) Child Protection Training.
- Ensuring that Rise Academy has a designated Child Protection Co-ordinator and that all staff and volunteers are aware of the named person and process of reporting concerns to them.
- Assessing the risk that children and young people may encounter and taking steps to minimise and manage this.
- Parents/Carers are made aware of policy prior to the pupil admission.

- Giving children, young people, parents and carers information about what the Rise Academy does and what you can expect. Information provided during admission.

3. National and Local Guidance

This Child Protection Policy and Procedure should be read in conjunction with the Local Safeguarding Children Board (LSCB) Guidelines and Procedures (accessible via: <http://www.proceduresonline.com/hull/scb/>).

In accordance with the Children Act 2004 it is a statutory responsibility for key agencies coming into contact with children and young people, to make arrangements to ensure that in discharging their functions, they have regard to the need to safeguard and promote the welfare of children (Section 11, Children Act 2004). Where private or voluntary organisations come into contact with or offer services to children they should, as a matter of good practice, take account of this guidance and follow it as far as possible.

The following national guidance should also be referred to:

- The Children Act (1989)
- The Children Act (2004).
- Every Child Matters
- Working Together To Safeguard Children: A Guide to Inter-Agency Working To Safeguard and Promote the Welfare of Children (HM Government 2010).
- Human Rights Act 1998
- Criminal Justice & Court Services Act 2000
- The Protection of Children Act 1999
- The Sexual Offences Act 2003
- What To Do If You're Worried A Child Is Being Abused (Department of Health, Home Office, Department for Education & Skills, the Lord Chancellor's Department, the Office of the Deputy Prime Minister & the Department for Culture, Media & Sport 2006)

- Safeguarding Vulnerable Groups Act 2006
- AMA Guidance for Safer Working Practice for Adults who Work with Children and Young People (2007).
- Information Sharing: Guidance for practitioners and managers. HM Government (2006)

Internal Safeguarding Policies

- Health & Safety Policy, Risk Assessments
- Recruitment & Selection of Staff / Volunteers
- Complaints & Disciplinary Policy
- Codes of Conduct
- Diversity & Equality Policy
- Staff Induction / Development / Supervision Policy
- Confidentiality & Information Sharing
- Anti-bullying Policy
- E-safety Policy
- Whistle Blowing Policy
- Behaviour Policy & Rights and Responsibility Charter

4. Safeguarding & Promoting Welfare & Child Protection

4.1 Safeguarding and promoting the welfare of children are defined as:

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

4.2 Child Protection

Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Effective child protection is essential to safeguard and promote the welfare of children. However, all agencies should aim to proactively safeguard and promote the welfare of children so that the

need for action to protect children from harm is reduced (Working Together, HM Government 2010: page 35, paragraphs 1.23/1.24).

4.3 Children in Need

Children who are defined as 'in need', under section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health or development will be significantly impaired, without the provision of services. This includes those children with a disability. Local authorities have a duty to safeguard and promote the welfare of children in need (Working Together, HM Government 2010: page 35, paragraph 1.25).

4.4 Significant Harm

Some children are in need because they are suffering, or likely to suffer, significant harm. The concept of significant harm is the threshold that justifies compulsory intervention in family life in the best interests of the child, and gives the Local Authority a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm (Working Together, HM Government 2010: page 35, paragraph 1.26).

5. Who Abuses Children?

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 for example, via the internet. They may be abused by an adult or adults or another child or children (Working Together, HM Government 2010: page 37, paragraph 1.32).

6. What is Abuse and Neglect?

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

- [PHYSICAL ABUSE:](#)

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (Working Together, HM Government 2010: page 38, paragraph 1.33).

- [EMOTIONAL ABUSE:](#)

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone (Working Together, HM Government 2010: page 38, paragraph 1.34).

- [SEXUAL ABUSE:](#)

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children (Working Together, HM Government 2010: page 38, paragraph 1.35).

- [NEGLECT:](#)

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs (Working Together, HM Government 2010: page 39, paragraph 1.36)

This is not an exhaustive list and it must be recognised that it is not the role of staff / volunteers to make an assessment of whether children or young people

have suffered harm. Staff / volunteers / child protection co-ordinator do have a duty to report any concerns about harm in accordance with the Local Safeguarding Children Board, Guidelines and Procedures (see HSCB: 2010).

7. Recognition of harm

The harm or possible harm of a child may come to your attention in a number of possible ways;

1. Information given by the child, his/ her friends, a family member or close associate.
2. The child's behaviour may become different from the usual, be significantly different from the behaviour of their peers, be bizarre or unusual or may involve 'acting out' a harmful situation in play.
3. An injury which arouses suspicion because;
 - It does not make sense when compared with the explanation given.
 - The explanations differ depending on who is giving them (e.g., differing explanations from the parent / carer and child).
 - The child appears anxious and evasive when asked about the injury.
4. Suspicion being raised when a number of factors occur over time, for example, the child fails to progress and thrive in contrast to his/her peers.
5. Contact with individuals who pose a 'risk to children' ('Guidance on Offences Against Children', Home Office Circular 16/2005). This replaces the term 'Schedule One Offender' and relates to an individual that that has been identified as presenting a risk or potential risk of harm to children. This can be someone who has been convicted of an offence listed in Schedule One of the Children and Young Person's Act

1933 (Sexual Offences Act 2003), or someone who has been identified as continuing to present a risk to children.

6. The parent's behaviour before the birth of a child may indicate the likelihood of significant harm to an unborn child, for example substance misuse, or, previous children removed from their carers.
7. **Substance misuse** – the potential for a child to be harmed as a result of the excessive use of alcohol, illegal and controlled drugs, solvents or related substances may occur during a young person's life. The use of drugs or other substances by parents or carers does not in itself indicate child neglect or abuse, and there is no assumption that a child living in such circumstances will automatically be considered under the child protection procedures. It is important to assess how parental substance use impacts upon the children or young people in the family.
8. **Mental Health** – Mental illness in a parent or carer does not necessarily have an adverse affect on the child or young person but it is important to assess its implications for any children involved in the family. The adverse affects of parental mental illness on the child are less likely when parental problems are mild, last for a short period of time, are not associated with family disharmony, and where there is another parent or family member who can respond to the child's needs and offer protection. Where mental illness is accompanied by problem alcohol use, domestic violence or associated with poverty and social isolation, children are particularly vulnerable. The potential impact of a parental mental illness and the child's ability to cope with it is related to age, gender and individual personality (Working Together, HM Government 2010: pages 265-269).
9. **Domestic Violence** – The Home Office (2009) defines domestic violence as 'Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless

of gender or sexuality' (HM Government 2010: page 262, paragraph 9.17). Domestic violence affects both adults and children in the family. Children and young people can suffer directly and indirectly if they live in a household where there is domestic violence. It is likely to have a damaging effect on the health and development of children. The amendment made in section 120 of the Adoption and Children Act 2002 to the Children Act 1989 clarifies the meaning of harm to include, for example, impairment suffered from seeing or hearing the ill-treatment of another. This can include children witnessing violence in the home. Domestic violence has an impact in a number of ways:

- It can pose a threat to the physical well being of an unborn child, if a mother is kicked or punched.
- Children may suffer injuries as a result of being caught up in violent episodes.
- Children become distressed by witnessing the physical and emotional suffering of a parent.
- The physical and psychological abuse suffered by the adult victim can have a negative impact upon their ability to look after their children.
- The impact of domestic violence is exacerbated when the violence is combined with problematic alcohol or drug use.
- People working with children should also be alert to the frequent inter-relationship between domestic violence and the abuse and neglect of children (Working Together, HM Government 2010: pages 262-265).

10. **Bullying** – This can be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g., hitting, kicking, theft), verbal (e.g., racist or homophobic remarks, threats, name calling) and emotional (e.g., isolating an individual from activities and social acceptance of their peer group). The damage inflicted by bullying (including bullying via the internet) can frequently be underestimated. Bullying can be through the

use of electronic communication, e.g., text or social network sites, and is commonly known as cyberbullying. Bullying can cause considerable distress, to the extent that it can affect health and development and at the extreme significant harm. All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies (Working Together, HM Government 2010: pages 305-307).

8. Managing Disclosures of Abuse

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

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

9. The Role of the Child Protection Co-ordinator

The Child Protection Co-ordinator is

Munzella Hassan-Antcliff

The Child Protection/Safeguarding SLT lead is

Philip Mountain Wade

Where there are concerns about the welfare of any child or young person all staff / volunteers have a duty to share those concerns with the designated Child Protection Co-ordinator or SLT Lead for safeguarding.

The Child Protection Co-ordinator is responsible for:

- Monitoring and recording concerns about the well-being of a child or young person.
- Linking with commissioned providers to ensure a consistent approach to child protection is embedded.
- Making referrals to the Local Authority Children's Services.
- Liaising with other agencies.
- Arranging training for staff / volunteers.

The Child Protection Co-ordinator, after receiving a referral, will act on behalf of Rise Academy in referring concerns or allegations of harm to Local Authority Children's Social Care or the Police Public / Family Protection Unit.

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

The Child Protection Co-ordinator may share limited information on a need to know basis amongst the staff / management but respecting the need for confidentiality.

It is not the role of the Child Protection Co-ordinator to undertake an investigation into the concerns or allegation of harm. It is the role of the Child Protection Co-ordinator to collate and clarify details of the concern or allegation and to provide this information to the Local Authority Access and Assessment Team, or Family Resource Centre if Children's Social Care is

already involved, whose duty it is to make enquiries in accordance with Section 47 of the Children Act 1989.

10. Seeking Consent for a Referral

Working Together to Safeguard Children (HM Government 2010) states that professional's should seek in general to discuss any concerns with the family (including the child where appropriate) and where possible seek their agreement to making referrals to the Local Authority Access and Assessment Team. This should only be done where such discussion and agreement seeking will not place the child at an increased risk of significant harm.

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

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

If you are unsure about whether to seek parental consent prior to a referral being made then seek advice from the duty social worker at the relevant Local Authority Family Resource Team.

11. Reporting Concerns or Allegations of Abuse

A member of staff or volunteer must report any concerns or allegation of harm immediately to the designated Child Protection Co-ordinator. In the absence of the Child Protection Co-ordinator the matter should be reported to the SLT

lead for safeguarding. In the event of neither of these individuals being available the matter should be reported through the line management. In the unlikely event of management not being available the matter should be reported directly to the appropriate Local Authority Child Care Team or Police Public / Family Protection Unit. In the case of it being out of hours the Emergency Duty Team should be contacted (SEE CONTACT DETAILS).

In the circumstance of a child protection concern being identified at a partner or commissioned provider; the child protection representative at the provision must inform the schools child protection coordinator or SLT lead of the concern and all actions taken in support of the situation. All commissioned or partner providers are issued a copy of the Rise Academy child protection policy; it is essential that this is adhered to by all staff, in line with their own HSCB approved child protection policy.

It is a requirement that partner or commissioned provider's child protection policy is verified during their quality assurance visits.

12. Making a Referral

Referrals of all children in need, including those where there are child protection concerns will be made to;

Hull - To Children's Social Care – Access and Assessment Team or Police Public Protection Unit

East Riding – By telephoning the Call Centre/Children's Social Care or Police Family Protection Team

Out of Hours – To the relevant Emergency Duty Team

All referrals made by telephone need to be followed up in writing within 48 hours.

The Child Protection Co-ordinator should make the referral as appropriate. The referrer should be prepared, where possible, to give the following information;

- The nature of your concerns / allegation.
- Whether the child will need immediate action to ensure their safety.
- Are the parents aware of the concerns? Has consent for the referral been sought? If not, the reasons for this?
- Factual information about the child and family, including other siblings.
- The nature of your involvement with the family.
- Other professionals involved with the family.
- The source of your referral, is it based on your own assessment of the needs of the child, a reported allegation or disclosure, or has the concern been reported to you by another person, if so who?
- Child's current whereabouts and when they were last seen
- If you consider the child suffering or at risk of suffering significant harm, who is the source of that harm and their current whereabouts?

13. Role of the Management Committee

The Designated Child Protection Committee Member is **Simone Butterworth** however; the whole Management Committee will ensure the school:

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

14. Allegations against staff members / volunteers

Any member of staff or volunteer who has concerns about the behaviour or conduct of another individual working with in the group or organisation will report the nature of the allegation or concern to the SLT lead for safeguarding **Philip Mountain Wade**. The member of staff who has a concern or to whom an allegation or concern is reported should not question the child or investigate the matter further.

The SLT Lead will report the matter to the Designated Officer for Schools, Suzanne Wilson (616599) who will liaise with the Local Authority Designated Officer (LADO).

In the case that the concern or allegation relates to the Headteacher or SLT Lead, the Child protection coordinator or a member of the school leadership team should be contacted. The Chair of the Management Committee will report the matter to the Designated Officer for Schools.

In cases where there is an immediate risk to any child or young person, the information must be passed to Local Authority Children's Social Care or the Police, as soon as possible.

An allegation is defined as where:

It is alleged that a person who works with children has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

Responding to a complaint or an allegation

The person to whom an allegation or concern is reported should not question the child or investigate the matter further and should:

- Treat the matter seriously,
- Avoid asking leading questions and keep an open mind,
- Communicate with the child (if the complainant) in a way that is appropriate to the child's age, understanding and preferred language or communication style,
- Make a written record of the information (where possible in the words a child used), including
 - When the alleged incident took place (time and date)
 - Who was present (witnesses)
 - What was said to have happened,
- Sign and date the written record,
- Report the matter immediately to the Designated Officer for Schools or in her absence the Local Authority Designated Officer directly.

N.B. Children/young people must not be asked to produce or sign any statement. This could undermine any potential investigation.

Rise Academy adheres to the Department for Education, *Dealing with Allegations of Abuse against Teachers and other staff, (October 2012)*

NOTE: *In cases where there is an immediate risk to any child or young person, the information must be passed to Local Authority Children's Social Care or the Police, as soon as possible*

15. Seeking Medical Attention

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

- If Emergency medical attention is required then this should be sought immediately by phoning for an ambulance. You should then follow the procedures for referring a child protection concern to Local Authority Children's Social Care.

16. Staff & Volunteer Self Protection

Adherence to guidelines on self-protection for staff and volunteers working with children and young people can avoid vulnerable situations where false allegations can be made.

These could include:

- In the event of an injury to a child, accidental or not, ensure that it is recorded and witnessed by another adult in the organisations accident book (This is kept in the main reception office).
- Keep written records of any allegations a child makes against staff and volunteers and report in line with the Child Protection Policy.
- If a child or young person touches a staff member or volunteer inappropriately record what happened immediately and inform the child protection coordinator.
- Adhere to the school's policy on behaviour management.

17. Code of Practice

Staff / Volunteers / Partner Providers/ children should always;

- Take all allegations, suspicions or concerns about abuse that a young person makes seriously (including those made against staff) and report them through the procedures.
- Provide an opportunity and environment for children to talk to others about concerns they may have.
- Provide an environment that encourages children and adults to feel comfortable and confident in challenging attitudes and behaviours that may discriminate others.
- Risk Assess situations and activities to ensure all potential dangers have been identified.
- Treat everyone with dignity and respect.

Staff / volunteers / Partner Providers/ children should not;

- Permit or accept abusive or discriminatory behaviour.
- Engage in inappropriate behaviour or contact both in or outside of the setting
- Use inappropriate or insulting language.
- Show favouritism to anyone.
- Undermine or criticise others.
- Give personal money.
- Use social networks for personal communication with children and young people for whom they are responsible.

All Staff/ Volunteers/ Partner Providers/ Children must agree to the Fountain House and Smart Moves Rights and Responsibilities Charter, devised in partnership with the Staff and Student Voice groups, September 2013.

18. Recruitment & Selection

It is important when recruiting paid staff and volunteers to adhere to the organisations recruitment policy. This will ensure potential staff and volunteers are screened for their suitability to work with children and young people.

- All paid staff and volunteers with access to children and young people or sensitive information relating to children will be required to undertake an enhanced Disclosure and Barring (DBS) check.
- Staff and volunteers working directly with children or with access to sensitive information will be required to complete LSCB Child Protection Training. Their training will be reviewed in supervision.
- All staff and volunteers will be required to read the Child Protection Policy. This will be reviewed to ensure up to date knowledge.
- All staff and volunteers to complete an application form, including details of previous employment, details of any conviction for criminal offences (including spent convictions under the Rehabilitation of Offenders Act 1974), agreement for a enhanced (DBS) check, permission to contact two referees, including their current or most recent employer (which should be taken up).
- The potential staff member or volunteer will be interviewed for their suitability for the post by at least three panel members. Clear records will be kept of candidate questions and answers. At least one question will be a Safeguarding question.
- Staff and volunteers will be subject to a probationary period (3 – 6 months) during which they will be supervised and monthly meetings will take place with their manager / supervisor to identify any concerns, training and support needs.
- Staff and volunteers will have a period of induction where they will complete any induction training and access internal policies.
- Increased safeguards were introduced through the creation of two new barred lists (regulated and controlled) to replace the existing POCA, POVA and List 99. These lists are maintained by the 'Disclosure and Barring

Service' (DBS). A person who is barred from working with children or vulnerable adults will be breaking the law if they work or volunteer, or try to work or volunteer with those groups.

Staff and volunteer recruitment for Rise Academy is inline with the Hull City Council policy for Safer Recruitment.

19. Induction

When new staff is recruited to our school they will be informed of the safeguarding arrangements in place. They will be given a copy of the school's safeguarding policy and told the names of the Child Protection Coordinators.

Every new member of staff will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality. The induction will also remind staff of their responsibility to safeguard all children at our school and the remit of the role of the Child Protection Coordinator.

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

20. Training

The Child Protection Coordinator undertakes specific inter-agency training on appointment which enables them to work in partnership with other agencies, and gives them the knowledge and skills needed to fulfil their role. In order to maintain their knowledge and skills the Child Protection Coordinator undertakes refresher training at two yearly intervals.

All staff have basic child protection training that equips them to recognise and respond to child welfare concerns. The school maintains a record of child protection training, which includes teaching and non-teaching. Every staff member undertakes appropriate refresher training every three years.

If appropriate

Our Management Committee will also undertake appropriate training to ensure they are able to carry out their duties to safeguard pupils and staff at our school.

All relevant child protection forms are on Staff Teaching Area (T:) under All Incident Forms

21. Contacts

Hull

Children's Social Care (Local Authority)

Access and assessment Team	(01482) 448879
Emergency Duty Team	(01482) 300 304
<u>Child Protection Administrator</u>	(01482) 790933
<u>Local Authority Designated Officer</u>	(01482) 846082
<u>Police Public Protection Unit</u>	(01482) 307220
<u>Hull Safeguarding Children Board</u>	(01482) 846082

East Riding of Yorkshire

Children's Social Care (Local Authority)

Call Centre	(01482) 395500
Children's Services	(01482) 396840
Emergency Duty Team	(01482) 880826
<u>Child Protection Administrator</u>	(01482) 396472
<u>East Riding Safeguarding Children Board</u>	(01482)396998/9
<u>Local Authority Designated Officer</u>	(01482) 396999
<u>Police Family Protection Team</u>	0845 6060222 ext 2407

22. Resources and Internet links

This section acts as a guide, rather than an exhaustive list. Its aim is to provide you with some useful resources and links.

- a. HM Government (2010) *Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of Children*. Department of Children Schools and Families. Internet link:
<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00305-2010>
- b. HM Government (2007) *Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004*, London. Internet link:
<http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00042/>
- c. HSCB (2010) *Procedures and Guidance*. Hull Safeguarding Children Board. NB - This document is currently under revision – Please visit Hull Safeguarding Children Board on the following internet link:
http://www.hullcc.gov.uk/portal/page?_pageid=221,75119&_dad=portal&_schema=PORTAL
- d. DfES (2006) *What to do if you're worried a child is being abused*. Internet link:
www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00182/
- e. DoH (2005) *Responding to domestic abuse: A handbook for health professionals*. Internet link:
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