



# Safeguarding & Child Protection Policy

## 2022-2023

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**Part 1 can be assessed in the full guidance document via this link**  
**[Keeping children safe in education 2021 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)**

## 1 Statement of Policy

- 1.1 Rise Academy fully recognises its legal and moral duty to promote the well-being of children, protect them from harm, and respond to child abuse.
- 1.2 We believe that every child regardless of age, gender, special needs or disability, racial/cultural heritage, religious belief or sexual orientation has at all times and in all situations, a right to feel safe and protected from any situation or practice that impairs the development of a child's mental and physical health.
- 1.3 We recognise that some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.  
We give special consideration to children who:
- Have special educational needs (SEN) or disabilities or health conditions (see section 10)
  - Are looked after or previously looked after
  - Who have a social worker attached to the family
  - Are young carers
  - May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
  - Have English as an additional language
  - Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic abuse
  - Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
    - Are asylum seekers
  - Are at risk due to either their own or a family member's mental health needs
  - Are missing from education
  - Whose parent/carer has expressed an intention to remove them from school to be home educated
- 1.4 We agree that we have a primary responsibility for the care, welfare and safety of the students in our charge, and we will carry out this duty through our teaching and learning, extracurricular activities, pastoral care, extended Academy activities and every area of our policy and practice. In order to achieve this, all members of staff (including volunteers, Directors and temporary staff including those from external agencies and supply teachers) in the Academy, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm.
- 1.5 The Academy seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The Academy hopes

that parents/carers and children will feel free to talk about any concerns and will see the Academy as a safe place if there are any difficulties at home.

- 1.6 Children's worries and fears will be taken seriously if they seek help from a member of staff. Staff cannot promise secrecy if concerns are such that a referral must be made to the appropriate agencies in order to safeguard the child's welfare.
- 1.7 In the Academy, if we have suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, we will take appropriate action in accordance with the procedures issued by the Hull Safeguarding Children's Partnership (HSCP).  
<https://hullscb.proceduresonline.com/>
- 1.8 The Academy recognises and acts upon its legal duties set out in the relevant statutes, regulations and guidance, to protect its students (and Academy staff) from harm, and to cooperate with other agencies in carrying out those duties and responding to abuse.

## 2 Links to Policies and legislation

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

- PSHE Policy (including Relationship and Sex Education and Health Education)
- Anti-Bullying Policy
- Secondary Attendance & Punctuality Policy\*
- Behaviour for Learning Policy
- Health & Safety Policy\*
- Single Equality Scheme Policy
- Whistleblowing Policy\*
- The Staff Conduct and Professional Expectations Policy\*

*\*Trust specific*

2.2 The Academy recognises that safeguarding children and young people is a shared responsibility and depends upon effective joint working between agencies and professionals. 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 services. The voluntary sector and other agencies also have an important role in protecting and safeguarding children.

2.3 Legislation and statutory guidance is the basis of this policy and it will be updated to reflect any changes to government policy and guidance. This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education and Working Together to Safeguard Children, and the Governance Handbook. We comply with this guidance and the procedures set out by Hull Safeguarding Children's Partnership.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of students
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the Police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

This policy also complies with our funding agreement and articles of association.

### 3 Aims

3.1 The Academy will aim to protect and safeguard children and young people. We will:

- assert that teachers and other members of staff (including volunteers) in the Academy are an integral part of the child safeguarding process
- accept that safeguarding children is an appropriate function for all members of staff in the Academy, and wholly compatible with their primary teaching and learning responsibilities
- recognise that safeguarding children in the Academy is a responsibility for all staff, including volunteers, Governors and Directors
- ensure, through training and supervision that all staff and volunteers in the Academy are alert to the possibility that a child is at risk of suffering harm and know how to report concerns or suspicions
- designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns. He or she will act as a source of expertise and advice, and is responsible for coordinating action within the Academy and liaising with other agencies
- ensure (through the designated member of Academy staff) that staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by the Hull Safeguarding Children's Partnership (HSCP)
- share our concerns with others who need to know and assist in any referral process
- ensure that all members of Academy staff and volunteers who have suspicion that a student may be suffering, or may be at risk of suffering

significant harm, refer such concerns to the designated member of Academy staff who will refer onto Children's Services in accordance with the procedures issued by Hull Safeguarding Children's Partnership

- safeguard the welfare of children whilst in the Academy, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs
- ensure that all Academy staff are aware of the child protection procedures established by Hull Safeguarding Children's Partnership (HSCP)
- and, where appropriate, the Local Authority, and act on any guidance or advice given by them
- ensure that all students understand how to keep themselves safe and report safeguarding concerns including but not exclusively; allegations against staff and peer on peer abuse, FGM, Honour Based Violence, CSE, and on-line bullying and abuse
- ensure through our recruitment and selection of volunteers, Governors, Directors and paid employees that all people who work in the Academy are suitable to work with children
- act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children
- ensure that safeguarding issues and information are explored via Relationship and Sex Education and Health Education. (The academy utilises Jigsaw PSHE programme) The wider curriculum and personal development programme (which includes Pledges, tutor time and assemblies) ensures students understand risks and dangers and can make informed choices to keep themselves safe in the Academy, their communities and on line.

3.2 This Safeguarding and Child Protection Policy applies to all members of Academy staff and volunteers and is mandatory.

3.3 This policy must be available to all Academy staff and volunteers and is available to parents/carers upon request and on the Academy website.

3.4 The Academy provides a clear framework to:

- prevent unsuitable people working with students
- identifying students who are at risk of, or are likely to, suffer significant harm and take appropriate action with the aim of making sure they keep safe
- promote safe practice and challenge poor practice and unsafe practice
- provide guidance for staff to ensure that their actions do not place students at risk of harm, or themselves at risk from an allegation of harm (see The Constellation Trust Staff Code of Conduct and

## 4 Procedures

- 4.1 In line with the **DfE** guidance **Safeguarding Children and Safer Recruitment in Education (2007)** and with the Safer Recruitment Policy procedures outlined in this policy, in order to ensure that children are protected whilst at the Academy, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.
- 4.2 All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.
- 4.2.1 All new staff at the Academy (including volunteers) will receive basic child protection information (“What to Do If You Suspect a Child Is Being Abused”) and a copy of this policy within one week of starting their work at the Academy.
- 4.2.2 All staff will be expected to complete training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. The Academy will provide this training through the designated person.
- 4.3 **The Single Central Record**
- This working document is updated regularly by Human Resources with the details of all staff who are employed to work at the Academy, all Academy staff who are employed as supply staff and anyone who is to work regularly with children
- 4.4 **Supply Staff**
- The Academy only employs from one Supply Agency who provides information on each member of supply staff with their appropriate safeguarding check information, DBS check, information regarding completed safeguarding and Head of School induction. Supply staff are met by the Senior Cover Supervisor and provided with the Supply Staff Handbook which details the Academy systems and safeguarding procedures
- 4.5 **Safeguarding Leaflet**
- This is available at the reception and will be offered to all visitors to the Academy, detailing safeguarding procedures, named staff and fire and first aid procedures.



#### 4.6 Signing in to the Academy

- All visitors to the Academy must sign in at the main Reception and will receive a visitor's badge which **must be worn at all times** whilst on site

#### 4.7 Staff Safeguarding Training

- All staff at the Academy are trained to Level One Safeguarding in Education. Senior Leadership Team and Heads of Year are trained to Level Two Further Child Protection and Safeguarding.

### 5 Volunteers

5.1 Where a parent/carer or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. Volunteers will be subject to the same protocol in accordance with Safeguarding Children and Safer Recruitment in Education guidelines.

5.2 Where performers, celebrities or other adults visit the Academy to deliver information, presentations or performances to students they will be under the direct supervision of a member of staff at all times.

#### 5.3 Before and After Academy Hours Activities

- Where the Academy transfers control of use of premises to bodies (such as sports clubs) to provide out of Academy hours' activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the Academy on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

#### 5.4 Contracted Services

- Where the Academy contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the Academy on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

## 6 The Designated Personnel (DP) – Safeguarding Team

6.1 The designated personnel for child protection issues include:

- Head of School (Strategical DSL)
- DSL (Operational DSL)
- DDSL
- SENCO
- Safeguarding Links (Each Site)
- Link Governor/Director for Safeguarding

### 6.2 The roles of the Designated Personnel

6.2.1 Where there are concerns about the welfare of any child or young person all Academy staff/volunteers have a duty to share those concerns with the Designated Safeguarding Lead. The Designated Safeguarding Lead is responsible for:

- ensuring that all cases of suspected or actual child protection concerns are investigated and managed in accordance with the guidance and regulations of Academy protocol
- referring cases of suspected abuse or allegations to the local Social Services Department or the Police (NPCC – when to contact the police should help DSL to decide when this appropriate) Public/Family Protection Unit as appropriate and in accordance with HSCP and ERSCB procedures
- ensuring that he/she is aware of the latest national and local guidance and requirements and will keep the Head of School, Academy staff and volunteers informed as appropriate
- ensuring that the Head of School, Academy staff and volunteers have access to and understand their role as appropriate in the child protection procedures, including, but not limited to part-time staff, peripatetic staff, newly appointed staff, before/after Academy care staff, volunteers, catering staff, cleaning staff and caretakers
- receiving appropriate training in child protection matters, to include both national and local bodies, at least every three years
- acting as a source of advice, support and expertise within the Academy and be responsible for coordinating action regarding referrals by liaising with Children's Services and other relevant agencies over suspicions that a child may be suffering harm
- alerting the Local Authority when a student is believed to be living in a Private Fostering arrangement. This is defined as when a student is residing with someone who is not a parent, friend or other 'connected person' for 28 consecutive days. This is a mandatory duty

### 6.2.2 To be effective the Designated Personnel will:

- cascade safeguarding advice and guidance issued by the Hull Safeguarding Children's Partnership
- where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, they will investigate further
- ensure each member of Academy staff and volunteers, and regular visitors (such as Education Welfare Officers, Connexions Personal Advisors, trainee teachers and supply teachers) are aware of, and can access readily, this policy
- liaise with the Head of School and keep them informed of any issues and ongoing investigations and ensure there is always cover for the role
- ensure that this policy is updated and reviewed annually and work closely with the link Governor/Director for Safeguarding and the Board of Governors/Directors regarding this
- be able to keep detailed accurate secure written records of referrals/concerns in line with guidance from the Hull Safeguarding Children's Partnership and ensure that these are held in a secure place
- ensure parents/carers are aware of the Safeguarding and Child Protection Policy in order to alert them to the fact that the Academy may need to make referrals. Raising parent's/carers awareness may avoid later conflict if the Academy does have to take appropriate action to safeguard a child
- where children leave the Academy roll, ensure any child protection file is transferred to the new school/academy as soon as possible, separately from the main file, and addressed to the designated person for child protection
- where a child leaves and the new school/academy or other establishment is not known, ensure that the Local Authority is alerted so that the child's name can be included on the database for missing students
- where it is suspected that a student is not attending the Academy and cannot be contacted for twenty consecutive Academy days and there is no reasonable reason for their continued absence (e.g. known illness) then the Education and Welfare Officer for the Academy will complete a Child Missing Education (CME) form and refer to the Local Authority. All reasonable steps will be taken by the Academy to make contact with the child and their family to identify the specific circumstances of absence and make referrals to the Child Protection Officer as appropriate.
- Liaise with Senior Mental Health Leads and to help promote educational outcomes by sharing information about welfare and safeguarding and child protection issues, including children with a social worker to teachers and the Leadership Team.

- 6.3 The designated person also has an important role in ensuring all staff and volunteers receive appropriate training. They should:
- attend training in how to identify abuse and know when it is appropriate to refer a case
  - have a working knowledge of how Hull Safeguarding Children's Partnership (HSCP) operates and the conduct of a child protection case conference and be able to attend and contribute to these when required
  - attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other Academy staff, volunteers and Governors
  - make themselves (and any deputies) known to all Academy staff, volunteers and Governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately

## **7 Responsibilities of the Local Advisory Board**

7.1 The Board of Governors/Local Advisory Board will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under multi-agency procedures.

7.1.1 The Board of Governors/ Local Advisory Board will ensure that the designated member of staff for child protection is given sufficient time to carry out his or her duties, including accessing training.

7.1.2 The Board of Governors/ Local Advisory Board will review safeguarding practices in the Academy on a regular basis to ensure that:

- the Academy is carrying out its duties to safeguard the welfare of children at the Academy
- members of Academy staff and volunteers are aware of current practices in this matter and that staff receive training where appropriate
- child protection is integrated with induction procedures for all new members of staff and volunteers
- the Academy follows the procedures agreed by Hull Safeguarding Children's Partnership and any appropriate supplementary guidance
- only persons suitable to work with children shall be employed in the Academy, or work here in a voluntary capacity
- where safeguarding concerns about a member of Academy staff are substantiated, take appropriate disciplinary action
- all Governors have the appropriate safeguarding checks

## 8 Managing Disclosures of Abuse

- 8.1 Academy staff and volunteers should make themselves available to listen and demonstrate to the student that what he/she is saying is being taken seriously, without criticism and should respond in a supportive, calm manner and avoid asking detailed questions. The role of the staff or volunteer is to listen, record and report; not to investigate.
- 8.2 All recording of information in relation to child protection should adhere to Appendix 4.
- 8.3 Any concerns about students must be discussed with the Designated Person as soon as possible and at latest by the end of the timetabled day. In the absence of the Designated Person the matter should be reported to the person identified as their deputy. In the event of neither of these individuals being available the matter should be reported directly to the Head of School.
- 8.4 Where the disclosure relates to actual abuse or the suspicion of abuse, the Designated Person will report the disclosure to the local Social Services Department within 24 hours.

## 9 Allegations against Academy staff

- 9.1 This guidance should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers 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;
  - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
  - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- 9.2 Where an allegation or complaint is made against any member of staff or volunteer, the matter should be reported immediately to the Designated Person.
- 9.3 Where an allegation or cause for concern is made against the Designated Person, the matter should be reported immediately to the Head of School. Where an allegation or complaint is made against the Head of School, the matter should be reported to the Chair of the Board of Governors/ Interim Management Board.
- 9.4 The Academy will consider the available options, including suspending and redeployment of the member of staff or volunteer. In doing so, the Academy and the Head of School will ensure that their primary concerns

are the safety and wellbeing of the students and the need for a full and fair investigation.

- 9.5 Where the Academy ceases to employ or use the services of any person (Academy staff, volunteer or any other person) because it was considered that the person was unsuitable to work with children, a report will be made to Disclosure and Barring Service (DBS) promptly and in any event within 28 days. The staff member will not be offered a compromise agreement.

## 10 Responding to Low-Level Concerns about adults working in Education

### What is a low-level concern?

A low-level concern is any concern that an adult has acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- doesn't meet the threshold of harm or is not considered serious enough for the school or college to refer to the local authority.

Low-level concerns are part of a spectrum of behaviour. This includes:

- inadvertent or thoughtless behaviour
- behaviour that might be considered inappropriate depending on the circumstances
- behaviour which is intended to enable abuse.

Examples of such behaviour could include:

- being over friendly with children
- having favourites
- adults taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language.

### Why do schools need to respond to low-level concerns?

Having clear procedures for responding to low-level concerns is part of creating a school culture of openness and trust. It helps ensure that adults consistently model the school's values and helps keep children safe. It will also protect adults working in school from potential false allegations or misunderstandings.

Clear processes are in place for sharing and responding to any concerns about an adult's behaviour, no matter how small. A concern can still be significant even if it does not meet the threshold of harm.

The school ensures adults understand:

- what constitutes appropriate and inappropriate behaviour
- what a low-level concern is
- the importance of sharing low-level concerns
- how to report any concerns
- the process for recording, reviewing and responding to concerns.

All staff concerns are directed to the Head of School and any concerns about the Head of School are directed to the CEO. Low level concerns will be logged and shared with our HR department and shared with future employers, if deemed appropriate.

## **11 Roles and Responsibilities**

11.1 Every member of Academy staff, volunteers and Governors/ Local Advisory Board should:

- not assume that someone else will pass on information which they think may be critical to keeping a child safe. If a professional has concerns about a child's welfare and believes they are suffering or likely to suffer harm, then they should share the information with the Designated Person according to Working Together 2013
- protect children from abuse, neglect and harm
- be aware of the Academy's child protection procedures
- know how to access and implement those procedures
- follow those procedures at all times
- know the identity of the Academy's Child Protection Officer (Designated Person) and who to speak to in the absence of the Designated Person
- report all safeguarding concerns to the Designated Person
- keep a record of any significant safeguarding concern, conversation or incident
- undertake appropriate training including refresher training every three years

## **12 Referring Students to Social Services**

12.1 The decision to make a referral which could activate a child protection investigation, and the issue of gaining parental consent, are serious matters and require careful judgment. These decisions must only be taken by the Designated Person and the Head of School following consultation with the local Social Services Department.

12.2 The consent of parents/carers should be obtained before making a formal referral, unless to do so could place the child at risk of significant harm.

12.3 Where disclosure relates to actual abuse or the suspicion of abuse, the Designated Person will report the disclosure to the local Social Services Department within 24 hours.

12.4 In the event of the Academy making a referral to Social Services, they should agree with the recipient of the referral what exactly the child and parents/carers will be told, by whom and when. The Designated Person should ask to be kept informed of the timing of the strategy discussion between Social Services and the police, which will decide whether and how to investigate. The Designated Person should be prepared to contribute to the strategy discussion.

12.5 Social Services are required to acknowledge written referrals within one working day. If the Academy has not heard from Social Services after two working days, the Academy should contact Social Services again. A record of each contact with Social Services, including the name of the officer with whom the Academy has spoken to, should be kept.

### **13 Academy Staff & Volunteer Self-Protection**

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

These include:

- Avoid situations where a staff member or volunteer is on their own with a child, including off the Academy site
- In the event of an injury to a child, accidental or not, ensure that it is recorded and witnessed by another adult in the organisation's accident book
- Keep written records of any allegations a child makes against staff and volunteers and report in line with this 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 Academy policies on Behaviour Management
- Adhere to the Staff Code of Conduct and Professional Expectations Policy

### **14 Dealing with Concerns**

14.1 The Academy recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.

14.2 Where Academy staff or volunteers reasonably believe that safeguarding concerns exist, or where they have concerns regarding the management of safeguarding issues, it is their duty to raise concerns.



14.3 The Academy staff or volunteer should bring their concerns to the attention of the Designated Person, or in a case where the concerns relate to the actions or inaction of the Designated Person, to the Head of School.

## Appendix 1:

### Key Contacts

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

#### The Constellation Trust

Andrew Dulson  
Personal Development & Safeguarding Lead  
(01482) 975564

#### Rise Academy

Philip Mountain Wade (Designated safeguarding Lead – Strategical DSL)  
(01482) 226166

Munzella Hassan Antcliff (Designated Safeguarding Lead – Operational DSL)  
(01482 226166)

Katie Hall (Deputy Designated Safeguarding Lead)  
(01482 226166)

Sadie Hartley  
Assistant Vice Principal SEND  
(01482) 226166

### Safeguarding Links:



## Kingston upon Hull

### Children's Social Care (Local Authority)

- Early Help and Safeguarding Hub (01482) 448879
- Emergency Duty Team (01482) 300304
- Hull Safeguarding Children's Partnership (01482) 846082
- Local Authority Designated Officer (01482) 790933
- Police Public Protection Unit via non-emergency 101

## East Riding of Yorkshire

### Children's Social Care (Local Authority)

- Early Help and Safeguarding Hub (01482) 395500
  - Call Centre (01482) 393939
  - Children's Services (01482) 396840
  - Emergency Duty Team (01377) 241273
- Child Protection Administrator (01482) 396472  
East Riding Safeguarding Children Board (01482) 396998/9  
Local Authority Designated Officer (01482) 396999  
Police Family Protection Team 0845 6060222 Ext. 2407

## Appendix 2:

### 1 Guidance on Identifying Abuse

- 1.1 Staff who have day-to-day contact with students are particularly well placed to observe outward signs of abuse, neglect or harm such as changes in behaviour or developmental concerns. A child protection concern may come to the attention of Academy staff or volunteers in a variety of ways, such as student disclosure, third party disclosure or staff suspicion.
- 1.2 Any suspicion, allegation or incident of abuse must be reported to the Designated Person immediately.
- 1.3 What is Abuse and Neglect?
- The definitions in this document are drawn from Working Together to Safeguard Children. Someone may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

1.4 Abuse can fall within the following four categories:

**Physical Abuse:** may involve hitting, shaking, throwing, burning or scalding, or otherwise causing physical harm to a child

**Emotional Abuse:** persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or unvalued. It may feature age or developmentally inappropriate expectations being imposed on a child, or causing children to feel frightened or in danger

**Sexual Abuse:** involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is fully aware of what is happening and whether or not such an act was consensual. It may involve physical contact and/or non-contact activities such as involving children in looking at, or the production of, pornographic material, watching sexual activity or encouraging children to behave in sexually inappropriate ways

**Neglect:** the persistent failure to meet a child's basic physical, emotional and/or psychological needs. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or failing to ensure access to appropriate medical care or treatment

1.5 Who abuses children?

- Abusers can be parents, carers, siblings or members of the extended family, neighbours, teachers, strangers or other students; in short, an abuser could be anyone. The child can at risk of abuse as a result of any contact with an adult or another child.

## 2 Recognition of Harm

2.1 The harm, or possible harm, of a child may come to your attention in a number of possible ways:

- Information given by the child, his/her friends, a family member or close associate
- The child's behaviour may become different from the usual, be significantly different from the behaviour of their peers, be bizarre or unusual or may involve 'acting out' a harmful situation in play □ An injury which arouses suspicion because:  
It does not make sense when compared with the explanation given  
The explanations differ depending on who is giving them (e.g. differing explanations from the parent/carer and child)  
The child appears anxious and evasive when asked about the injury

2.2 **Substance Misuse:** The potential for a child to be harmed as a result of the excessive use of alcohol, illegal and controlled drugs, solvents or related substances may occur during a young person's life.

2.3 **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 can be underestimated. It can cause considerable distress, to the extent that it can affect health and development and at the extreme significant harm.

2.4 **Female Genital Mutilation (FGM):** FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. **All staff working with children under the age of 18 have a mandatory duty to report disclosures relating to FGM.**

## 2.5 **Signs of Possible Female Genital Mutilation**

- A professional may hear reference to FGM in conversation, for example a girl may tell other children about it
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk
- Parents state that they or a relative will take the child out of the country for a prolonged period
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent
- Parents seeking to withdraw their children from learning about FGM

2.6 It is important that professionals look out for signs that FGM has already taken place so that:

- The girl or woman affected can be supported to deal with the consequences of FGM
- Enquiries can be made about other female family members who may need to be safeguarded from harm
- Criminal investigations into the perpetrators, including those who carry out the procedure, can be considered to prosecute those breaking the law and to protect others from harm

2.7 There are a number of indications that a girl or woman has already been subjected to FGM:

- A girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating. A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems
- A girl or woman may have frequent urinary, menstrual or stomach problems
- There may be prolonged or repeated absences from Academy or college
- A prolonged absence from Academy or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM
- A girl or woman may be particularly reluctant to undergo normal medical examinations
- A girl or woman may confide in a professional
- A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear
- A girl may talk about pain or discomfort between her legs

Full guidance on safeguarding children at risk of FGM can be found in [www.gov.uk/government/publications/female-genital-mutilation-guidelines](http://www.gov.uk/government/publications/female-genital-mutilation-guidelines)

This document is also available in the Safeguarding and Child Protection Area of the Academy system.

### **3 Honour Based Abuse**

3.1 Honour based abuse is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.

3.2 In law it is now included in legislation against domestic violence. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

- 3.3 Women and girls are the most common victims of honour based abuse however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:
- Domestic abuse
  - Threats of violence
  - Sexual or psychological abuse
  - Forced marriage
  - Being held against your will or taken somewhere you don't want to go
  - Assault
- 3.4 A forced marriage is one that is carried out without the consent of both people. This is very different to an arranged marriage, which both people will have agreed to. There is no religion that says it is right to force you into a marriage and you are not betraying your faith by refusing such a marriage.
- 3.5 Any suspected instances of honour based abuse should be reported to the Designated Person immediately or directly to the Police if it is believed that the victim is in immediate danger of harm or being taken out of the area or country.
- 3.6 Anyone with suspicions of a case of forced marriage or other honour based abuse should bear in mind that the response of mediation by the Academy or any external agency can be extremely dangerous for the victim. Refusal to go through with a forced marriage has been linked in the past to murder of the non-consenting, usually female, person and young people have been murdered while mediation is ongoing.
- 3.7 **No contact home should be made or attempted following a disclosure of this nature. The Designated Person or Head of School should be informed immediately and a report made to the Police.**
- 3.8 The victim should **always** be spoken to on their own and consideration given to the need for immediate protection and placement away from the family.
- 3.9 **Never allow the young person to have unsupervised contact with their family even if they request it.**
- 3.10 **Sources of support in suspected Honour Based Abuse**  
**Karma Nirvana Honour Network Helpline:** Karma Nirvana is a national charity working to support victims of forced marriage and honour-based violence. They run a 24/7 helpline for victims of forced marriage and honour-based violence as well as for professionals and others working to support the victims. All call-handlers have experience of assessing risk in

cases of forced marriage and honour-based violence. To get free and confidential help call: **0800 5999 247**

- 3.11 **The Forced Marriage Unit (FMU)** operates a public helpline to provide advice and support to victims of forced marriage as well as to professionals dealing with cases. The assistance provided ranges from simple safety advice, through to aiding a victim to prevent their unwanted spouse moving to the UK ('reluctant sponsor' cases), and, in extreme circumstances, to rescues of victims held against their will overseas.

**Telephone: +44 (0) 20 7008 0151**

**Email: [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk)**

## 4 Radicalisation

- 4.1 The Counter-Terrorism and Security Act 2015 (The Prevent Duty) section 26 places a duty on schools to give 'due regard to the need to prevent people from being drawn into terrorism. Staff working with children and young people should be aware of this legislation and work to prevent radicalisation in all its forms. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism.
- 4.2 There have been several occasions nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation. For this reason, signs that a student is at risk of radicalisation should be treated as a safeguarding concern and reported to the Designated Person following Academy procedures as outlined in this policy.
- 4.3 The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.  
In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:
- Think someone is in immediate danger
  - Think someone may be planning to travel to join an extremist group
  - See or hear something that may be terrorist-related

## 5 Signs of being at Risk of Radicalisation

- 5.1 Some students may be at risk of becoming radicalized by extremist ideologies they encounter through the internet or other sources. Reasons why a child might be vulnerable to radicalisation include:

- Identity
- The student is distanced from their cultural/religious heritage and experiences
- Discomfort about their place in society
- Personal Crisis – the student may be experiencing family tensions
- A sense of isolation
- Low self-esteem
- They may have dissociated from their existing friendship group and become involved with a new and different group of friends
- They may be searching for answers to questions about identity, faith and belonging

## 6 Personal Circumstances

### 6.1 Personal circumstances include:

- Migration
- Local community tensions; and
- Events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy

### 6.2 Unmet Aspirations:

- The student may have perceptions of injustice
- A feeling of failure
- Rejection of civic life

### 6.3 Experiences of Criminality:

- Involvement with criminal groups
- Imprisonment; and
- Poor resettlement/reintegration on release

### 6.4 Special Educational Needs:

- Social interaction
- Empathy with others
- Understanding the consequences of their actions; and awareness of the motivations of others

### 6.5 More critical risk factors could include:

- Being in contact with extremist recruiters



- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and/or behaviour
- Experiencing a high level of social isolation, resulting in issues of identity crisis and/or personal crisis

6.6 Suspicions that a child is at risk of radicalisation should be reported to the Designated Person following Academy safeguarding reporting procedures. When adding the concern to the CPOMS system staff should tick the Prevent box as well as Safeguarding to highlight the nature of the concern.

## **7. Child Missing Education (CME)**

7.1 All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures. (Refer to Trust Secondary Attendance policy 3.6)

## **8. Elective Home education**

8.1 Parents have the right to electively home-educate their children; however our academies will follow set procedures to ensure parents are fully aware of the duty this places on them. (Refer to Trust Secondary Attendance policy 3.7)

## **9. Child Criminal Exploitation (CCE)**

9.1 CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

- 9.2 CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines) forced to shoplift or pickpocket, or to threaten other young people.
- 9.3 Some of the following can be indicators of CCE:
- children who appear with unexplained gifts or new possessions;
  - children who associate with other young people involved in exploitation;
  - children who suffer from changes in emotional well-being;
  - children who misuse drugs and alcohol;
  - children who go missing for periods of time or regularly come home late; and
  - children who regularly miss school or education or do not take part in education.

## 10. Child Sexual Exploitation (CSE)

10.1 Child sexual exploitation is a form of child abuse. Working Together to Safeguard Children (2015) (updated 2017) provides the following definition of sexual abuse: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

10.2 The 2009 statutory guidance Safeguarding Children and Young People from Sexual Exploitation provides the following description:

10.3 Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive “something” (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child’s immediate recognition; for example, being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or

economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

#### **10.4 The impact of Child Sexual Exploitation**

Children who are sexually exploited may suffer impairment of health and wellbeing in all areas of their development and are also vulnerable to a variety of other forms of abuse, including physical and emotional abuse, intimidation and extortion. Other impacts include:

- Immediate health risks due to the personal circumstances of individuals, e.g. there may be problems associated with drug or alcohol use, homelessness and lack of attention to their own physical health;
- Risks of emotional and psychological harm to children and young people through the sexual exploitation they experience. There may also be other harmful symptoms, for example, depression, suicide attempts, self-mutilation, withdrawal and other disorders as a result. Young people who are sexually exploited may run away, be physically injured and their health may deteriorate as a result of sexual activity or misuse of drugs or alcohol. It can put the young person at increased risk of sexually transmitted infections (including HIV), of unplanned pregnancy and abortion, as well as long term sexual and reproductive health problems;
- Long term risks for children who are sexually exploited, particularly in respect of their education and social development;
- Children and young people are likely to be victims of and witnesses to sexual exploitation and other crimes, and it is likely that they would be at risk if they report the information they have of their involvement and knowledge;
- Children and young people who frequently go missing from home or from care are particularly vulnerable to sexual exploitation;
- All suspicions that a child is being sexually exploited or vulnerable to sexual exploitation should be reported to safeguarding immediately.

### **11. Domestic abuse**

11.1 Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

11.2 Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home.

- 11.3 Older children may also experience domestic abuse and/or violence in their own personal relationships.
- 11.4 Exposure to domestic abuse and/or violence can have a serious, longlasting emotional and psychological impact on children.
- 11.5 If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. Sirius West is informed via [Operation Encompass](#)
- 11.6 The DSL will provide support according to the child's needs and update records about their circumstances.

## 12. County Lines

- 12.1 County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims
- 12.2 Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.
- 12.3 A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:
- go missing and are subsequently found in areas away from their home;
  - have been the victim or perpetrator of serious violence (e.g. knife crime);
  - are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
  - are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
  - are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
  - owe a 'debt bond' to their exploiters;

- have their bank accounts used to facilitate drug dealing

12.4 At Rise Academy we will treat any child who is criminally exploited as a victim first and refer to Children’s Social Care immediately.

### 13. Modern Day Slavery

13.1 Modern Slavery is a serious crime. It encompasses slavery, servitude, and forced or compulsory labour and human trafficking. Modern Slavery victims can often face more than one type of abuse and slavery, for example if they are sold to another trafficker and then forced into another form of exploitation. A person is trafficked if they are brought to (or moved around) a country by others who threaten, frighten, hurt and force them to do work or other things they don’t want to do. Victims have been found at places such as meat packing factories, car washes and cannabis farms based in industrial or domestic properties. Staff should be mindful that students may be living with parents or family who are victims of modern day slavery and should report concerns where it appears parents/carers are working unreasonably long hours away from any reasonable means of contact in an emergency situation. The nature of trafficking means that the families of EAL students may be more at risk.

### 14. Child-On-Child Abuse

14.1 At Rise Academy we recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. We also recognise the gendered nature of Child-on-Child abuse. However, all Child-on-Child abuse is unacceptable and will be taken seriously.

14.2 Most cases of students hurting other students will be dealt with under the Academy’s Behaviour for Learning Policy, but the guidance within this Child Protection and Safeguarding Policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put students in the Academy at risk
- Is violent
- Involves students being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)
- Upskirting – this has become a criminal offence following changes to the Voyeurism Act 2019. Please note this offence does not solely

relate to females, as males can also be victims of this form of harmful behaviour

14.3 If a student makes an allegation of abuse against another student:

- You must tell the Designated Person or their deputy or another member of the Academy Safeguarding Team and record the allegation, but do not investigate it
- The Designated Person will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The Designated Person will put a support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The Designated Person will contact the children and adolescent mental health services (CAMHS), if appropriate and liaise with other agencies for support and advice for all parties.

14.4 The Academy will minimise the risk of Child-on-Child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
- Ensuring the curriculum helps to educate students about appropriate behaviour and consent via the Academy Nurse and PSHE programme
- Ensuring that students are aware of their duty to report Child-on-Child abuse to the Safeguarding Team or other member of Academy staff  
to ensure all students are safe within the Academy via the Tutor and Assembly Programme
- Ensuring students know they can talk to staff confidentially by visiting the Safeguarding Team in person or seeking the support of their Tutor, House Team or the Academy Nurse
- Ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

14.5 The following may help Academy staff be aware of possible signs of abuse but these do not necessarily mean that the child has been abused:

### **Physical Abuse**

- Unexplained injuries/burns

- Untreated injuries
- Bruises/abrasion around the face
- Bi-lateral injuries e.g. two bruised eyes
- Bite marks
- Bruising abrasions to lips, cheeks, outer ear

### **Emotional Abuse**

- Excessive over reaction to mistakes
- Continual self-deprecation
- Excessive rocking, thumb sucking, hair twisting
- Extreme compliance/aggression
- Drug, alcohol and substance misuse
- Significant peer relationship difficulties

### **Sexual Abuse**

- Sexual awareness inappropriate to child's age, including provocative sexual behaviour
- Self-harm
- Pregnancy
- Sexually transmitted diseases
- Sudden changes in behaviour or Academy performance
- Fear of undressing for sports activities
- Depression/withdrawal
- Drug, alcohol, substance abuse

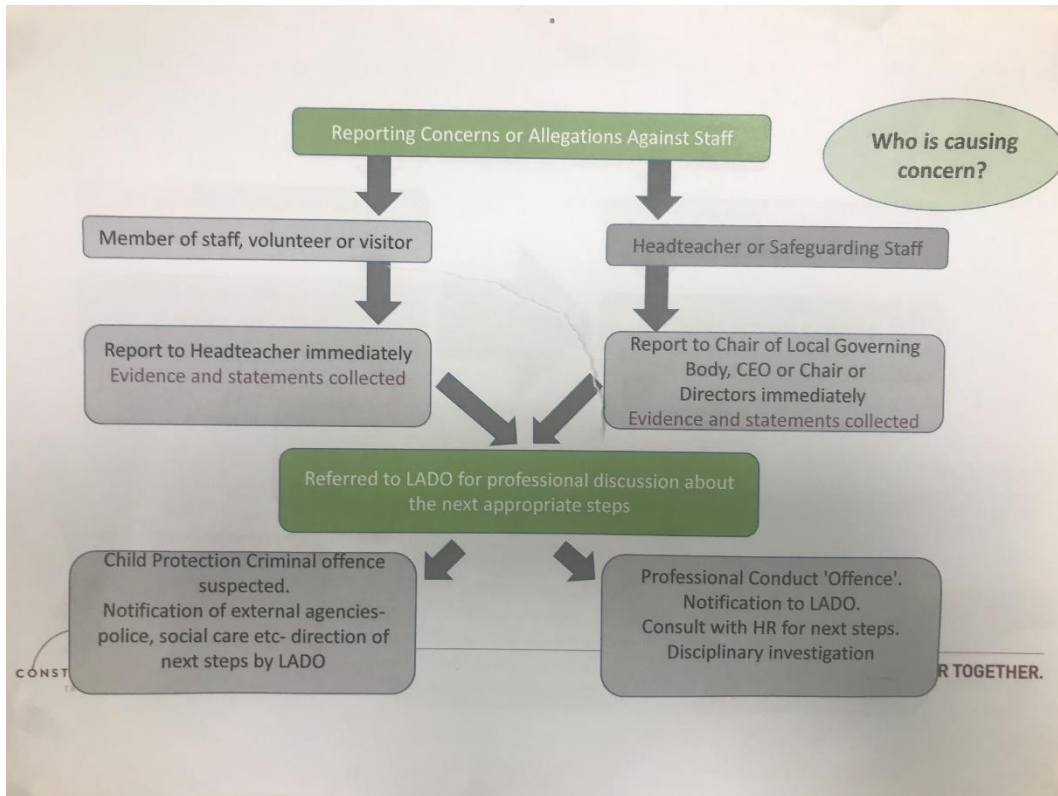
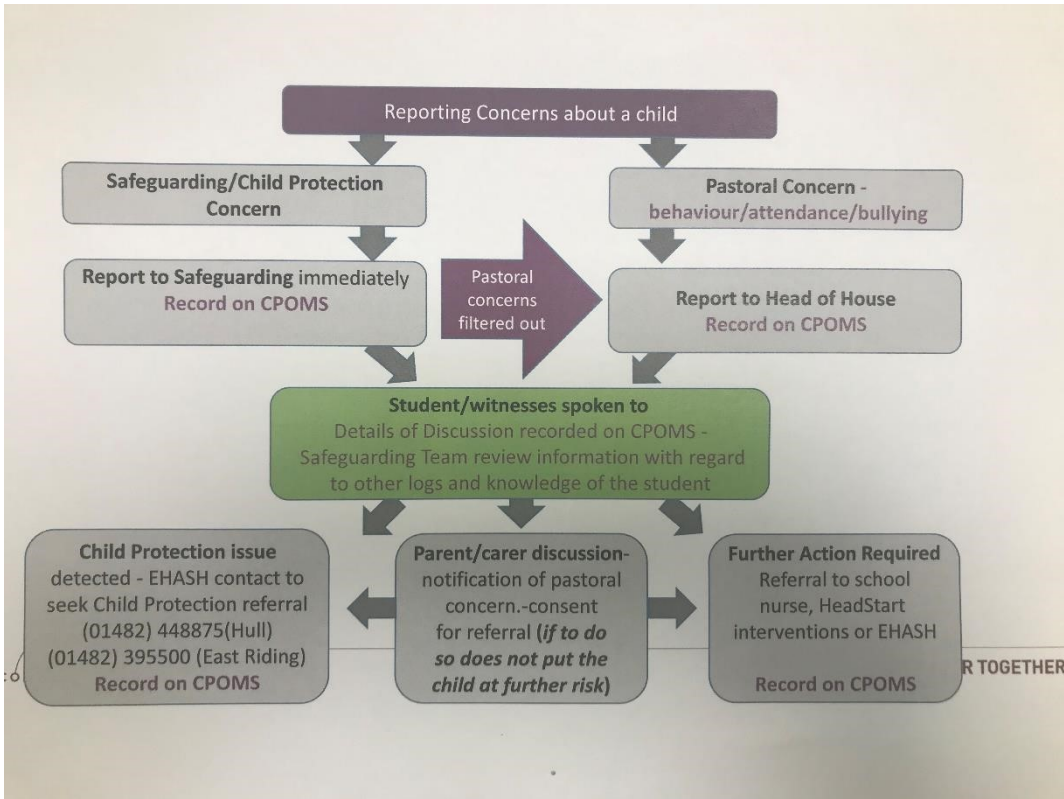
### **Neglect**

- Constant hunger, tiredness and/or poor personal hygiene
- Untreated medical problems
- Destructive tendencies
- Social isolation
- Poor self-esteem and/or relationship with peers
- Excessive rocking, hair twisting, thumb sucking

## **Appendix 3:**

### **Child Protection flow chart and dealing with disclosures**







## Appendix 4:

### Clarity around Allegation vs Low-Level Concern vs Appropriate Conduct

#### Allegation

Behaviour which indicates that an adult 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;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

#### Low-Level Concern

Any concern – no matter how small, even if no more than a 'nagging doubt' – that an adult may have acted in a manner which:

- is not consistent with an organisation's Code of Conduct, and/or
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children.

#### Appropriate Conduct

Behaviour which is entirely consistent with the organisation's Code of Conduct, and the law.

## Appendix 5:

### 1 Immediate response: recording Information

#### 1.1 Academy staff/volunteers **should**:

- make brief notes at the time or immediately afterwards, which records the date, time, place and context of the disclosure or concern, and records what has actually been said, not assumption or interpretation. Notes must be signed and dated
- clearly distinguish between fact, observation, allegation and opinion
- record observed injuries and bruises on a body map
- note the non-verbal behaviour and the key words in the language used by the student (do not translate into "proper terms")
- complete an incident referral on the CPOMS safeguarding system
- appreciate that their records may be used in criminal proceedings

#### 1.2 If a disclosure is made the member of Academy staff or volunteer **should**:

- allow the pace of the conversation to be dictated by the student
- ask neutral questions which encourage the student to talk such as "can you tell me what happened?"
- accept what the student says and do not ask for further detail
- acknowledge how hard it was for them to tell you

- reassure the student that they have done the right thing, explain whom you will have to tell (the designated Child Protection Officer) and why

### 1.3 The member of Academy staff or volunteer **should not**:

- burden the student with guilt by asking questions such as “why didn’t you tell me before?”
- interrogate or pressure the student to provide information
- ask any questions that start with the words, how, what, when, where and why
- undress the child or examine clothed parts of the child’s body in an attempt to determine the nature of any such injuries/neglect
- criticise the perpetrator, this may be someone they love
- promise confidentiality
- make promises that they cannot keep such as “I’ll stay with you all the time” or “it will be alright now”
- if a student confides in a member of Academy staff or volunteer and requests that the information is kept secret, staff/volunteers *must not make promises about confidentiality*. Academy staff must tell the student sensitively that they have a responsibility to tell the named Designated Person so that the child can be helped to stay safe and feel better

## Appendix 6:

### 1 Safer Recruitment & DBS Checks: Policy and Procedures

- 1.1 The Academy will record all information on the checks carried out in the school’s single central record (SCR). Copies of these checks, where appropriate, will be held in individuals’ personnel files. The Academy will follow requirements and best practice in retaining copies of these checks, as set out below.

### 2 Appointing New Staff

- 2.1 When appointing new staff, the Academy will:

- verify their identity
- obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available

- verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- verify their professional qualifications, as appropriate
- ensure they are not subject to a prohibition order if they are employed to be a teacher
- carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- ask for written information about previous employment history and check that information is not contradictory or incomplete
- seek references on all short-listed candidates, including internal candidates, before interview. **We will scrutinise these and resolve any concerns before confirming appointments.**

## 2.2 Regulated activity means a person who will be:

- responsible, on a regular basis in a Academy or college, for teaching, training, instructing, caring for or supervising children
- carrying out paid, or unsupervised unpaid, work regularly in a Academy or college where that work provides an opportunity for contact with children
- engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

## 3 Existing Academy Staff

3.1 If the Head of School has concerns about an existing member of staff's suitability to work with children, the Academy will carry out all the relevant checks as if the individual was a new member of Academy staff. The Academy will also do this if an individual move from a post that is not regulated activity to one that is.

3.2 We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence

- If there is reason to believe that the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

#### **4 Agency and Third-party Staff**

- 4.1 The Academy will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that the Academy would otherwise perform. The Academy will also check that the person presenting themselves for work is the same person on whom the checks have been made.

#### **5 Contractors**

- 5.1 The Academy will ensure that any contractor, or any employee of the contractor, who is to work at the Academy has had the appropriate level of DBS check. This will be:
- an enhanced DBS check with barred list information for contractors engaging in regulated activity
  - an enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
  - the Academy who obtain the DBS check for self-employed contractors
  - the Academy will not keep copies of such checks for longer than 6 months
  - contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
  - the Academy will check the identity of all contractors and their staff on arrival at the Academy

#### **6 Trainee/Student Teachers**

- 6.1 Trainee teachers will undertake all the necessary checks with their training provider and the Academy will be provided with written confirmation of this including proof that the trainee has been judged by the provider to be suitable to work with children.

#### **7 Volunteers**

- 7.1 The Academy does not generally encourage the use of volunteers. However, volunteers may be present at certain activities or events. For

example, when accompanying sporting teams to fixtures. In these circumstances the Academy will:

- never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity

## **8 Governors**

- 8.1 All governors and members of the Local Advisory Board will have an enhanced DBS check without barred list information and section 128 check. They will have an enhanced DBS check with barred list information if working in regulated activity.
- 8.2 The Chair of the Board of Trustees will have their DBS check countersigned by the secretary of state.
- 8.3 All trustees, proprietors and local governors will also have the following checks:
- Right to work in the UK
  - Other checks deemed necessary if they have lived or worked outside the UK

## **9 Adults who supervise student on work experience**

- 9.1 When organising work experience, the Academy will ensure that policies and procedures are in place to protect children from harm.
- 9.2 The Academy will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a student under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

## **10 Students staying with host families**

- 10.1 Where the Academy makes arrangements for students to be provided with care and accommodation by a host family to which they are not related (for

example, during a foreign exchange visit), the Academy will request enhanced DBS checks with barred list information on those people.

10.2 Where the Academy is organising such hosting arrangements overseas and host families cannot be checked in the same way, the Academy will work with our partner schools/academies abroad to ensure that similar assurances are undertaken prior to the visit.

## **Appendix 7:**

### **Annex C of KCSiE2022, Role of the Designated Safeguarding Lead (DSL)**

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead.<sup>143</sup> The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children

#### **Deputy designated safeguarding leads**

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

#### **Availability**

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



safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

### **Manage referrals**

The designated safeguarding lead is expected to refer cases: • of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care; • to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme; • where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and • where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

### **Working with others**

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college<sup>144</sup>.  
This includes:
  - ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort;and,
  - support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their

potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes

### **Information sharing and managing the child protection file**

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern; □ details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives

### **Raising Awareness**

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;



- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and,
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff

### **Training, knowledge and skills**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;
- \*understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,

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

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

### **Understanding the views of children**

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

### **Holding and sharing information**

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and,
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping