

# WOLFRETON SCHOOL and SIXTH FORM COLLEGE

## Policy Document CHILD PROTECTION and SAFEGUARDING POLICY

Reviewed and updated in September 2017	
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### For the purpose of this policy:

- **'staff'** refers to all paid adults, volunteers or students on placement, working in any capacity in the school or in activities organised by the school, which brings them into contact with pupils of the school.
- **DSL** Designated Safeguarding Lead\*
- **DDSL** Deputy DSL
- **CPG** Child Protection Governor
- **LADO** Local Authority Designated Officer
- **ERSCB** East Riding Safeguarding Children Board
- **CST** Locality Children Safeguarding Teams
- **EHaSH** Early Help and Safeguarding Hub
- **DBS** Disclosure and Barring Service (Formally CRB)
- **KCSiE** Keeping Children Safe in Education 2016 Statutory Guidance
- **EWO/S** Education Welfare Officer/Service
- **YFS** Youth and Family Support
- **PET** Prevention and Education Team
- **Child Protection** refers to the multi agency arrangements to identify and protect children who are, or may be, at risk of Significant Harm
- **Safeguarding** refers to the protection, safety and promotion of the welfare of all pupils including when in offsite provision or activities and using IT. This includes the building of resilience and awareness of risk through the formal and informal curriculum.

See Ofsted definition and scope of Safeguarding (Appendix M)

- **Child** Any pupil under the age of 18 is legally a child.
- **Pupils 18 or over** If there is a concern about the welfare of a pupil aged 18+ DSL's are advised to seek advice in the same way as with children e.g. EHaSH may sign post to Adult Services or refer to YFS. See also sec 22 in respect of staff pupil relationships.
- **'Parent/s'** refers to adults with parental responsibility for a particular child
- **CPC** - School Child Protection Coordinator (also known as DSL Designated Safeguarding Lead)
- **ERSCB** - East Riding Safeguarding Children Board
- **EWO** - Education Welfare Officer
- **LSCT** - Local Safeguarding Children Team
- **DBS** – Disclosure and Barring Service (formally CRB)

Page references in the policy refer to the guidance listed below where more detailed information can be found.

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## Designated people and advice contact list September 2017

School Child Protection Coordinator (DSL)	Martyn Carruthers	T: 01482 659356
Deputy Child Protection Coordinator	Alison Wood	T: 01482 659356
Child Protection Governor	Sharon Milner	T: 01482 659356
Chair of Governors	Sharon Milner	T: 01482 659356
Looked After Children Designated Teacher	Martyn Carruthers	T: 01482 659356
ER 'Golden Number' Initial CP Referral Centre	CP initial referral 8.30am – 5.00pm <b>Mon to Thu</b> 8.30am – 4.30 pm <b>Fri</b>	T: 01482-395500 F: 01482 395530 E: <a href="mailto:childrens.socialcare@eastriding.gcsx.gov.uk">childrens.socialcare@eastriding.gcsx.gov.uk</a>
<b>ER School Safeguarding Adviser &amp; Local Authority Designated Officer (LADO) (Schools)</b>	<b>Tony Marsh</b> Referral of allegations against staff and volunteers  General strategic and operational Safeguarding and CP advice	T: 01482 392139 E: <a href="mailto:tony.marsh@eastriding.gcsx.gov.uk">tony.marsh@eastriding.gcsx.gov.uk</a> Room AF56 County Hall Beverley
ERSCB LADO	<b>Lorraine Wilson</b> referral of allegations against staff and volunteers	01482 220809 / 220808 (County Hall, part of EHASH)
<b>School critical incident &amp; Educational Visits Emergencies (not Child Protection)</b>	<b>24 hour Guidance &amp; support</b>	01482- 392999
Humberside Police	<b>ER Protecting Vulnerable People Unit</b>	01482 220809 / 220808 (County Hall, part of EHASH)
<b>Early Help and Safeguarding Hub (EHASH)</b>	<b>CP initial referral Support and Advice:</b> Urgent C P concerns Early intervention Signposting to appropriate services The Early Help Assessment (EHA) process	<b>Mon to Thu</b> 8:30am – 5:00pm <b>Fri</b> 8:30am – 4:30pm  <b>01482-395500</b> <a href="mailto:childrens.socialcare@eastriding.gcsx.gov.uk">childrens.socialcare@eastriding.gcsx.gov.uk</a>
<b>EHASH Out of Hours (Formerly EDT)</b>	Out of Hours & weekend CP referrals & advice	01377- 241273 <a href="mailto:emergency.duty.team@eastriding.gcsx.gov.uk">emergency.duty.team@eastriding.gcsx.gov.uk</a>
ER Safeguarding Children Board Advice Line	Safeguarding and CP Advice, Support for existing 'open' cases	T: 01482 396999
ER Safeguarding Children Board	General strategic and operational Safeguarding and CP advice	T: 01482 396994 W: <a href="http://www.erscb.org.uk">www.erscb.org.uk</a> E: <a href="mailto:erscb.training@eastriding.gov.uk">erscb.training@eastriding.gov.uk</a>
<b>Local ER Children Safeguarding Team</b>		01482-395500
<b>Local ER Children Safeguarding Team Manager</b>		01482-395500 <a href="mailto:childrens.socialcare@eastriding.gcsx.gov.uk">childrens.socialcare@eastriding.gcsx.gov.uk</a>
E Safety Coordinator	Mr M Carruthers	T: 01482 670620/659356
Hull	Children's Social Care	01482-448879 EDT 01482-788080
<b>North Yorks</b>		0845- 034941 EDT 01482 300 304

<b>North Lincs</b>		01724-296500
<b>North East Lincs</b>		01472-325555

## 1. INTRODUCTION

- At Wolfreton School and Sixth Form College we fully recognise the contribution we can make to protect and support students in school. The aim of the policy is to safeguard and promote our students' welfare, safety and health by fostering an honest, open, caring and supportive climate. Student safety is of paramount importance to us. We believe that not only is this a moral and statutory responsibility but we know that children who feel safe and secure at school are more likely to achieve their full potential.
- We understand that the standards for positive and appropriate behaviour and mutual respect are set by example by our staff
- Vulnerable children and those with additional needs are supported
- We accept and carry out our responsibility to act on any suspicion, disclosure or belief that a child is suffering or at risk of suffering harm.

This policy does not include some Safeguarding related matters such as Bullying, E-Safety and Health and Safety which will be covered in separate policies.

Issues such as Whistle Blowing, Managing Allegations and Safer Recruitment are referred to but covered in more detail in statutory guidance and other school policies.

## 2. THE POLICY IS CONSISTENT WITH THE FOLLOWING LEGISLATION AND GUIDANCE

- Working Together to Safeguard Students (2015 – HMSO)
- Keeping Children Safe in Education (DfE Sept 2016) *includes Safer Recruitment and Managing Allegations Against Staff*
- Recruitment and Managing Allegations Against Staff
- ER LA Safer Recruitment Guidance
- 'What to do if you are worried a child is being abused' (HM Govt 2015)
- Reasonable Force (DfE July 2013)
- Searching, Screening and Confiscation (DfE Feb 2014)
- Safer working Practice for Adults who work with Children and Young People in Education Settings (October 15 Safer Recruitment Consortium)
- School Staff Code of Conduct
- Information sharing Advice for practitioners providing safeguarding services to children (HM Govt 2015)
- School Whistle Blowing (Safeguarding) and Allegation Procedures Sept 2016
- ERSCB – Guidance and Procedures
- Information Sharing Guidance for Practitioners Providing Safeguarding Services to Children (HM Govt 2015)
- Inspecting safeguarding in early years, education and skills settings (Ofsted June 15)
- The Prevent Duty – advice for school and childcare providers (DfE 2015)
- Female Genital Mutilation : Multi-Agency Practice Guidelines (HM Govt 2015)
- School Attendance – Guidance for maintained schools, academies, independent schools & LAs (DfE Nov 16).
- Exclusion from maintained schools, Academies and pupil referral units in England (DfE Jan 15).
- LA Education Visit Guidance and Procedures.
- Safeguarding in Education CP procedures – Staff Reference Guide ERSCB
- Annual Safeguarding / Child protection report to governors
- Keeping Children Safe In Education Statutory Guidance (Sept 2016)
- Inspecting Safeguarding in Early years, Education and Skills Settings Ofsted (Aug 2016)
- ERSCB / ERLA School Staff Code of Conduct (Sept 2016)

### 3. OTHER RELEVANT POLICIES

The school has a duty to ensure that safeguarding permeates all of its activities and functions. This policy therefore complements and supports a range of other policies, for instance:

- Educational Visits (Local Authority Guidelines for Offsite / Out of hours Educational Activities)
- Anti-Bullying
- Behaviour, Discipline and Rewards
- Drugs Education Policy
- Use of reasonable force
- Sex and Relationships Education
- Health and Safety
- Special Educational Needs
- Equality
- Looked After Students
- Safe Working (Staff Code of Conduct)
- Exclusions
- E-Safety including
  - AUP of the internet for students
  - AUP of the internet for staff
- Allegation and Whistle Blowing guidance
- Safer Recruitment
- Site Security

The above list is not exclusive but when undertaking policy development the school will consider Child Protection and other safeguarding matters within each appropriate policy or guideline. See Ofsted Definition and Scope of Safeguarding (Appendix 12)

### 4. THE POLICY

There are four main elements to our Child Protection Policy:

- **Prevention** eg positive school atmosphere, pastoral support to students, the SMSC and PSHEE elements in the formal and informal curriculum, safer recruitment procedures and safe and appropriate working practice by staff
- **Protection** by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns and that there are clear systems of internal information sharing and record keeping
- **Support** to students and school staff and to students who may have been abused or are in other ways vulnerable
- **Collaboration** with students and young people, parents and other agencies to promote Safeguarding and Wellbeing for all of our students and young people.

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

## 5. SCHOOL COMMITMENT

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

### **Our school will therefore:**

- Establish and maintain an ethos where students feel secure and are encouraged to talk, and are listened to.
- Ensure that students know that there are adults in the school whom they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities which equip students with the skills they need to stay safe from abuse, develop resilience and an awareness of possible grooming or influence by violent extremist ideas and the dangers and consequences in engaging in inappropriate behaviour online.
- Ensure that all forms of bullying and harassment including allegations of child on child abuse and online bullying and abusive behaviour.
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- Ensure that staff have an understanding of when to make referral to the DSL when there are indicators or concerns of possible Neglect, Sexual or Physical or Emotional Harm and indicators of possible Child Sexual Exploitation, Female Genital Mutilation, Radicalisation and school attendance concerns and Forced Marriage and that they have access to additional advice and support.
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with student.
- Ensure that staff are aware of how and when to act on concerns that they have and work in a safe and appropriate manner at all times.
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children.
- Ensure that staff are aware of how and when to act on concerns that they have and work in a safe and appropriate manner at all times. They are aware that they are in a Position of Trust and what the implications are of that for their working practice and out of school conduct and that their conduct towards pupils must remain beyond reasonable reproach.
- Fulfil the 'Duty of Care' towards staff by providing appropriate safeguarding guidance, induction and continuing training and support as required by KCSiE.

## 6. CONFIDENTIALITY

We recognise that all matters relating to child protection are highly confidential and the Headteacher or DSL will share that information on a 'need to know, what and when' basis.

Staff are made aware that that these concerns, or other matters relating to students, should never be discussed elsewhere, inside or outside the school unless in confidential meetings organised for that purpose. This includes the passing of written information or discussion in any media including social networking sites.

Staff are also aware that such breaches of confidentiality and data protection may result in disciplinary action and risks bringing the school into disrepute and in specific circumstances place children at risk.

## 7. ROLES AND RESPONSIBILITIES

All staff have received and had time allocated to read and have the opportunity to seek advice or clarification about the current;

- Keeping Children Safe in Education Part One information for all School & College staff and Annex A
- *School Staff Code of Conduct*
- Staff Child protection Procedures

All staff have access to the current:

- Keeping Children Safe In Education Full guidance
- School Strategic Child Protection and Safeguarding Policy
- What to Do if you are worried a child is being abused
- The School safeguarding whistle blowing guidance.

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

**7.2** This responsibility is outlined in KCSiE 2016 which refers to the following:

- Sec 175 and 157 Education Act 2002
- Working Together to Safeguard Children 2015
- Teacher Standards 2012
- The Prevent Duty Guidance 2015
- Serious Crime Act 2015 (FGM and 'Honour' violence)

All staff have received a copy of:

- Keeping Children Safe in Education: Information for all school and college staff (Sept 2016 part 1)
- Safe Schools, Safe Children, Safe Staff – Code of Conduct (Sept 2016 Safe Working Policy)

It is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff.

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

### 7.3 The School DSL/ Deputy DSL\*

The DSL or Dep DSL (**or another appropriately trained Senior member of staff**) will be available on site when the school is open to advise staff or respond to urgent Child Protection matters.

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

- providing advice and support and information to staff as appropriate
- liaising with the LA and other agencies including the involvement in Early Help Assessments and plans
- obtaining, maintaining and transferring CP records for individual pupils and liaising with previous and receiving schools
- ensuring the preparation of appropriate reports for and attendance at Case Conferences, Core Groups and other multi agency meetings
- arranging appropriate induction and continuing training for all staff
- liaising with the Headteacher and Designated Child Protection/ Safeguarding Governor
- encouraging a culture in staff of listening to pupils and taking account of their wishes and feelings and supporting measures and plans put in place to support or protect them.

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

\* For detailed Role of the Designated Safeguarding Lead see annex B KCSiE 2016

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

The Deputy DSL is available to give advice and support if the DSL is unavailable.

**7.4 Management and leadership by the Headteacher and Governors** ensures that the time, resources and training are adequate to ensure that the DSL responsibilities, as outlined in KCSiE, are carried out and that all strategic Child Protection and safeguarding arrangements are in place and effective.

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

The Governing Body fully recognises its responsibilities with regard to Child Protection and to safeguarding and promoting the welfare of children as outlined in Section 2 of KCSiE

The Governing Body will:

- Designate a governor (DSG) for Child Protection and Safeguarding who will monitor the school's Child Protection policy in operation, training and procedures and report to the full Governing Body.
- Ensure a written report is presented to each Governing Body meeting on the Child Protection/safeguarding work of the school and that the previous school year annual report is presented to the Autumn Term meeting.
- Ensure that the annual report is forwarded to the ERSCB
- Ensure that this policy is revised and updated annually and in doing so will seek the views of parents and pupils and the views and experience of staff.

- Remedy any identified weaknesses in the policy or application of the policy immediately.
- Ensure all governors Complete ERSCB online Child Protection training
- Make opportunities available for Governors to complete ERSCB:
  - Safer Recruitment Training
  - Governors' Safeguarding Roles and Responsibilities training

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

Governors will not normally have access to details of individual Child Protection Cases and understand the requirement for confidentiality.

## 8.1 RECORDS AND MONITORING

Well-kept records are essential to good child protection practice.

- All staff are made clear about the need to record and report concerns about a child or students within our school. DSL is responsible for such records and for deciding at what point these records should be shared with, or transferred to other agencies or schools, in consultation with the headteacher.
- All staff should record such concerns or disclosures on a 'Record of Concern' sheet (Appendix 3) and if needed a Body Map (Appendix 3a).
- Each individual Child's file of concern or official documentation will contain a 'Cover & Summary Sheet and a Chronology sheet **Appendix 4** which will detail and reference any concerns, contact with parents and other agencies, information shared, case conferences and other meetings or events. Any subsequent actions will be recorded clearly on the chronology sheet. The file will also contain all other relevant information but be separate from the child's other school records. Please note, a Chronology Sheet may not exist for CP records opened before this policy or where it is not relevant.
- CP files are stored in a secure location on each site. Only the Headteacher, DSL and Deputy DSL have access to these files.
- The information in these files may be accessed and used as evidence by other agencies.
- Parents/carers may request to read their child's file. The school will seek advice if such a request is made in order to ensure that only appropriate information is disclosed depending on the circumstances and any third party information.
- Only factual information is recorded as such. If unsubstantiated information is recorded, it is indicated as such.
- The DSL and Headteacher will decide what information needs to be shared with whom and when on a case by case basis. Confidentiality is essential but staff working with students can only provide effective support and monitor concerns if they are made aware of concerns or at the least that individual students are being monitored.
- Child protection records are reviewed regularly to check whether any action, advice or updating is needed.

## 8.2 TRANSFERRING RECORDS

Records are transferred to receiving schools when children transfer at normal phase transition and at any other time, including the FE of other settings before the age of 18.

Copies of records will be made if siblings attend the school and the records are relevant to them.

When children transfer schools at normal phase transition Child Protection and other safeguarding concerns will be discussed between DSL and the appropriate pastoral staff or DSL at the receiving school.

Such records are sent or if possible handed to the receiving school separately from other records and marked 'Private and Confidential for the attention of the DSL'.

If sending by post, records should be sealed in an envelope and marked as above and sealed in an addressed envelope before sending by Recorded Delivery.

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

When admitting children, school will check with the previous school if there is any Safeguarding/Child Protection Information in respect of the child.

The current school is regarded as the 'Custodian of the Records'. Records should be retained by the setting they attended at 18 up to the 25<sup>th</sup> birthday of the student then destroyed at the earliest convenience.

## 9. Concerns.

### 9.1 Recognising Concerns

School staff are particularly well placed to observe, and should be alert to, outward signs of abuse, or risk taking behaviour, changes in behaviour or poor or irregular attendance or changes in behaviour or failure to develop.

The DSL and Safeguarding Governor ensure that all staff have received and been given the time to read 'KCSiE Information for all school and college staff Sept 2016' with Annex A and have access to the full statutory guidance and non-statutory guidance 'What to do if you are worried a child is being abused' Sept 2016, which contain detailed information about forms of abuse and related issues.

### 9.2 Sexual, Physical, Emotional Abuse and Neglect

All staff are aware of the indicators of such abuse and how to respond to disclosures and other concerns.

### 9.3 Child Sexual Exploitation (CSE)

Staff are made aware of the possible indicators of CSE and the need to refer these concerns to the DSL. These will be referred to the EHASH in order that the LA CSE Response Team can consider this information.

### 9.4 Female Genital Mutilation (FGM) and Forced Marriage

All Staff are reminded of the need to be aware of the possibility of such abuse at Early Years, Primary and Secondary school age as outlined in Annex A of KCSiE 2016 and that they have a statutory duty and responsibility to report concerns related to FGM.

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

### Reporting Concerns

- a) If a member of staff **suspects** that a girl has suffered or may be at risk of suffering FGM or subject to Forced Marriage they must discuss these concerns with the DSL immediately. The DSL will follow ERSCB procedures and contact EHASH by phone.
- b) The DSL or Teacher will follow advice from the EHASH before discussing such concerns with parents or carers.
- c) If a member of staff **discovers** by disclosure by the victim, or peer, or physical evidence (which is highly unlikely for a member of school staff) that FGM has taken place. The DSL must be informed immediately and a referral to EHASH, **which is effectively a referral to the police** made initially by phone.
- d) In this case if the member of staff is a teacher (or employed to carry out teaching duties) the referral to EHASH will be made by this teacher with the guidance and support of the DSL. For other staff such a referral will be made by the DSL but this will need to identify the member of staff and the information they have reported.**
- e) The referral will be made at the latest by the close of the next working day but ideally immediately and on the same day if a school holiday or weekend follows the next day
- f) If the DSL or Deputy DSL is not available within this timescale the member of staff should contact EHASH and update the DSL.
- g) A written 'Confirmation of Referral' form should be forwarded to EHASH in line with ERSCB safeguarding procedures.

### **9.5 Possible Violent Extremist Radicalisation**

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

In line with ERSCB, ERLA and Humberside Police arrangements, advice will be sought by contacting the EHASH which includes Humberside Police Decision makers (Appendix 11).

If there is an immediate concern of risk or emergency the school will call 999.

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

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

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

### **9.6 Children Missing from or Missing Out on Education (CME and CMOE)**

- The parent/carer should make contact with the school on the first and every subsequent day of absence with reasons for the absence. Where no communication has been received, the school will text or email parents/carers (depending on stated preference) to request reasons for the

absence. This will be followed up with a phone call should no response be received. A letter will be sent home should no further communication be made with no reason for absence given.

- The school will only remove children from the register if the statutory grounds for doing so are met and will inform the LA of the intention to do so. In the case of CME school will make all reasonable efforts to locate the child/ren as required by the guidance.
- The school will inform the LA EWS if any pupil fails to attend without permission for a continuous period of 10 days or more and will refer children whose attendance has fallen below the agreed level to the EWS.
- If a child, who is the subject of a Child Protection Plan or is otherwise open to the CST, does not attend school without a verified valid reason the DSL will contact the assigned social worker or CST duty desk if unavailable.
- If a child not open to CSC that the school has concerns about, does not attend school the school will contact, EHASH, the EWS and / or the police depending on the circumstances.
- If a child absconds from the site the school will make an initial search and contact the parent / carer or other emergency contact. **(and Social Worker if open to CSC)**. If after that search the child is not located the school will contact the police within 20 minutes of the alert.

### 9.7.1 Private Fostering

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

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

### 9.7.1 Direct Payments

If we are made aware that a direct payments worker is engaged by parents for overnight supervision of children EHASH will be notified.

## 10 RESPONDING TO CONCERNS

### 'Never Do Nothing – Do the basic things well'

There is a professional obligation on all of us to bring any concerns we may have to the attention of the DSLs and within the current legal framework. Any member of staff should not keep such concerns or actual knowledge to themselves. Passing on or sharing anxieties about a young person with another member of staff can feel like betraying confidences, but by restricting your confidential concerns to the school's DSL, carefully considered decisions can be taken about any appropriate course of action, where this is felt to be necessary.

Any concern for the well-being of a student at Wolfreton School and Sixth Form College should in the first instance be shared with the Pastoral Manager /Senior Pastoral Manager as soon as is practically possible, whilst not placing any other students at any further or increased risk eg leaving a class unattended.

The Senior Pastoral Manager or Pastoral Manager will then in all normal circumstances share this information with the DSL (or the Deputy DSL) as soon as is practically possible and act on any directions given. The DSL will at that point take appropriate steps including involving other outside agencies, making a formal referral, directing colleagues to take action in school or a combination of the above.

All colleagues should conduct any disclosure as detailed in Appendix 2.

All teachers are well placed to actually pick out changes or patterns in behaviour because of the regular contact with students.

If a member of staff is anxious or worried about the safety of someone, they should seek advice from the DSL or in his absence the Deputy DSL who will offer support.

If staff members are in doubt about whether to pursue a matter, they consult the CPC or another member of the Leadership Team. We have a legal obligation to look after the best interests of our students. Staff observations and detailed knowledge of the students is vital to the other agencies who are also concerned about the safety of young people.

All staff have a responsibility to respond to disclosures by students or other concerns they may have to pass these concerns on to the DSL immediately as outlined in (Appendix 2). Wherever possible this information should be recorded on the 'Record of Concern Form'. (Appendix 3). Concerns relating to marks or injuries should be recorded on a 'Body Map' outline (Appendix 3a), which should be attached to the 'Record of Concern Form'. Photographs must not be taken of any marks or injuries. Staff do not need 'proof' of abuse and should not 'investigate' concerns.

Staff are issued with a 'Safeguarding in Education CP procedures – Staff Reference Guide ERSCB' and regularly reminded to maintain an 'It could happen here' attitude and **not to:**

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

Staff are made aware that it is unacceptable legally, professionally and morally for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff and that any such failures will be regarded as potential disciplinary matters.

**Each case will be considered by the CPC who will decide what information to share with which staff.**

### 11.1 Further Action – Seeking Advice

The DSL will decide, taking advice from EHS or CST if needed, which of the following actions is appropriate:

### 11.2 Decision making

- If it is considered that a student may have suffered or may be at risk of suffering significant harm, or that the concern might constitute a criminal offence, an immediate contact to EHaSH will be made before discussing the matter with parents or carers. This will be done **as soon as the information or concern emerges** to ensure that the CST and in some cases the police are able to respond within the school day.
- If the child is already 'Open' to a Social Worker an initial contact will be made with that Social Worker or if unavailable the 'Duty' team member.

- If after consultation with EHaSH an Early Help Assessment is agreed to be appropriate and that school is best placed to initiate this assessment consent must be obtained from parents or carers and if appropriate the pupil. Advice about the EHA process is available from EHaSH.
- After consultation with EHaSH the DSL may advise that the situation will be monitored and inform the appropriate staff.
- In all cases records of discussions with EHaSH and other professionals will be recorded in the student's file.

### 11.3 Escalating concerns about individual cases

If the DSL feels that advice or action after discussion with EHaSH or the CST is inappropriate, that the student's circumstances are not improving or that there are delays in the case management, the DSL will insist on discussion with the appropriate team manager and if the concerns persist escalate this further to the next line manager.

Records of all such discussions and responses must be retained in the student's chronology.

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

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

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

### 11.4 Consulting and Informing Parents / Carers

**In all cases before parents or carers are informed the DSL should contact EHaSH and be advised as to who should inform parents and when.**

In certain circumstances parents should **not** be informed particularly where there are concerns about physical or sexual abuse involving family members.

These include situations when:

- Informing parents/ carers might place the student at increased risk.
- A disclosure by a student about sexual or physical abuse involves a parent or other family member.
- There is a possibility that a crime may have been committed.
- In cases of suspected fabricated illness, radicalisation, FGM or Forced marriage.
- Informing parents/ carers might place staff at risk.
- Where a delay may be caused in referring if contact cannot be made to parents.

### 11.5 Child Protection Referrals

If school makes a CP referral the East Riding Safeguarding Children Board Procedure will be followed by the DSL.

After a telephone contact to the 'EHaSH the DSL will email a written 'Confirmation of Referral' (Appendix 13) as soon as possible - **ideally immediately after initial telephone referral** and at the latest within 24 hours. This information will be made available to the CST manager by EHaSH.

## **11.6 Feedback**

Within 24 hours of receiving the referral from EHASH the CST in whose area the child lives should report back to the school and indicate their decision on future action.

If no response is received within 24 hours, or sooner in urgent cases (where for example school need to be updated before the end of school), the DSL should contact the CST Manager. If this fails to get a response the DSL should contact EHASH for advice.

## **12.1 Vulnerable Students - Supporting Students At Risk**

Students may be vulnerable because, for example, they have additional or Special Educational Needs, are Looked After, have experienced or are experiencing some form of neglect or other abuse. We will seek to provide such students with the necessary support and to build their self-esteem and confidence.

Staff in contact with such students will be made appropriately aware of the student's needs and circumstances in order to maximise the effectiveness of support.

Staff are reminded that students with SEN, disabilities, communication or behaviour problems are at greater risk of abuse, neglect and bullying than other students. They may not be identified as being at risk of harm as indicators of possible abuse such as behaviour, mood, and injury may be assumed to be related to disability or SEN rather than possible abuse, neglect or bullying and communication of abuse may be difficult. Staff specifically supporting such students and other staff will be alert to these factors.

The Designated Teacher supporting Looked After Children will liaise with the DSL and staff involved with Looked After Children to support the student and ensure that the needs identified in the students' Personal Education Plan are supported by staff involved with the child.

Safeguarding implications will be considered when individual support plans are reviewed in the case of students who require, for example, medication, some form of intimate care, help with changing or physical support or physical intervention.

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

In the same way if a student not open to CSC that the school has concerns about, does not attend school the school will consider contact: EHASH, the EWS and / or the police depending on the circumstances.

## **12.2 Peer on Peer abuse and harassment**

It is important for all staff to be aware that children are capable of abusing their peers and that any allegations, disclosures or concerns about such behaviour are treated as potential abuse and referred to the DSL. This includes incidents or behaviours that may have occurred outside of the school that staff become aware of.

Peer on peer abuse can take the same forms as adult on child abuse and include online behaviour such as sexting and bullying in addition to sexual or physical abuse and emotional abuse in forms such as homophobic, disability hate, racist and other discriminatory behaviour.

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

If there is a concern that the level of possible abuse would reach a threshold for Police and or Social Care involvement or that either the alleged victim or perpetrator should be offered support or intervention from YFS or Children's Centre the DSL will refer the matter to EHASH for advice.

If the behaviour does not reach a threshold for referral to EHASH or advice from EHASH is that the behaviour should be dealt with by school appropriate action will be taken under the Behaviour and Discipline policy.

In either case if any student involved is open to the CST the Social Worker or YFS worker will be informed.

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

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

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

### **13 JOINT WORKING WITH OTHER AGENCIES**

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

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

- CP Case Conferences, core groups and other multi-agency meetings
- Joint working with the school EWO
- Early Help Assessments
- Youth and Family Support Service, Prevention in Education Team and Children Centre intervention
- Health and CAMHS intervention and assessment

The school also works in partnership with Humberside Police as part of the Domestic Abuse alert system **Operation Encompass** and within the Safer Schools Partnership arrangements with the local Community Policing Team.

### **14 CASE CONFERENCES and CORE GROUP MEETINGS**

The CPC and Headteacher will ensure that the appropriate member(s) of staff will attend Initial and Review Case Conferences and Core Groups and that written reports are prepared for each Case Conference.

Reports will be compiled using the after discussion with relevant staff such as class teachers/form tutors, Pastoral Managers, Heads of House/Senior Pastoral Manager, the SENCOs etc. indicating the contributions to the student plan.

Reports will be compiled using the 'Signs of Safety' report templates after discussion with relevant staff involved with the child.

Wherever possible reports will be discussed with parents before forwarding to the Chair of a Case Conference. They will be forwarded 3 days in advance on an Initial Case Conference and 5 days before a Review Conference.

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

## **15 INFORMATION SHARING**

Information will be shared in line with the key principles outlined in *Information Sharing Guidance for Practitioners and Managers p11-13*. In cases involving possible child abuse, the school has a duty to share information.

The DSL/Headteacher will ensure that:

- the information is shared appropriately and confidentially
- with the appropriate professionals
- that this is logged on the student's CP file
- the information is Necessary, proportionate, relevant, adequate, accurate, timely and secure:
- Information shared is necessary for the purpose for which it is shared
- It is shared only with those individuals who need to have it,
- It is accurate and up-to-date,
- It is shared in a timely fashion,
- It is shared securely

## **16. STUDENT CONCERNS**

The School recognises that listening to students is an important and essential part of safeguarding them against abuse and neglect. To this end, any expression of dissatisfaction or disquiet in relation to an individual student will be listened to and acted upon to in order to safeguard his/her welfare. We will seek to develop resilience in the students and ensure that they are aware that they can seek help and support.

Students will be made aware of the opportunities available to them to seek advice and support within the formal and informal curriculum.

Safe school procedures including Child Protection matters can be discussed by the School Senate to gather students' opinions about the support systems in place.

## **17. RECRUITMENT AND SELECTION OF STAFF**

- The school complies fully with Statutory Guidance 'Keeping Children Safe in Education 2016 Part 3 Safer Recruitment' and the ERLA safer recruitment supporting guidance.
- The school ensures that DBS checks on all staff, Governors and volunteers who are engaged in Regulated Activity are carried out as required by the Statutory Guidance.
- Any staff or volunteers not in regulated activity are continually supervised by staff.
- A Single Central Register for all staff, visiting staff and volunteers is maintained using LA & Statutory guidance and that the register is checked by the LA Recruitment Team annually.
- The Head and at least one Governor have completed the appropriate safer recruitment training which is updated every 5 years.

- All appointment panels will have at least one member who has completed this training in the last 5 years.
- All staff that are covered by the 2009 Child Care Disqualification requirements are aware of their responsibilities to disclose any possible matters that need to be considered under this act. If such disclosures are made the headteacher will seek advice from the LA HR service (or other HR provider) who will liaise with the LADO.
- If other organisations provide services or activities on our site, on our behalf, including Agency Supply staff, we will obtain written assurances that these organisations have appropriate safeguarding, safer recruitment and vetting procedures in place.

See sec 25 for further guidance on contractors , visitors etc

## 18 INDUCTION

When new staff start at the school they are briefed on the school CP and Safe Working procedures and given time to read and discuss the following:

- Keeping Children Safe In Education 2016 (Part 1 and Annex B)
- The School's Safe Working / Code Of conduct.
- The Child Protection Staff Reference guide.

Other short term or visiting staff and volunteers are made aware of the CP reporting procedures within the school and the School Safe Working / Code of Conduct

## 19. STAFF SAFEGUARDING TRAINING AND AWARENESS

**All staff** have received and had time allocated to read and have the opportunity to seek advice or clarification about the current;

- Keeping Children Safe in Education Part One information for all school & College staff and Annex A
- *School Staff Code of Conduct*
- The Child Protection Staff Reference guide.

and have access to the current:

- Keeping Children Safe In Education Full guidance
- Child Protection and Safeguarding Policy
- What to Do if you are worried a child is being abused
- The School safeguarding whistle blowing guidance.

All staff (teaching and non-teaching) are reminded of the policy and procedures at the start of each school year and receive regular and topical updates as appropriate through the school year.

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

Other staff and Governors complete the ERSCB 'Awareness of Child Abuse and Neglect' module.

All Staff will complete ERSCB refresher training every 3 years thereafter.

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

## **DSL training**

The DSL and Deputy DSL complete the following ERSCB training as a minimum. This training will be enhanced by other ERSCB training on topics relevant to the school's specific needs.

- Annual ERSCB/ LA School DSL dedicated update and refresher training
- In school 1:1 LADO / CP Officer training, support and audit
- Safeguarding in Education (Online)
- Working Together to Safeguard Children
- Child Protection Case Conferences and Core Groups (2 days)
- Workshop to Raise Awareness of Prevent
- Early Help Assessments
- FGM online training
- Threshold of Need and Intervention

## **20. SAFE HANDLING / PHYSICAL INTERVENTION**

Staff will ensure that the school policy on physical intervention is followed

All incidents requiring such action will be logged with the headteacher or appropriate senior manager, and parents informed on the same day.

Incident Reports by all staff involved will be completed as soon as possible after the incident on the same day unless in exceptional circumstances.

Staff must only use physical intervention as a last resort to protect the safety of students or adults after appropriate de-escalation strategies have been used or in the event of serious situations where this is not possible.

Restorative methods will be considered after each such incidents and the student's views on the incident sought.

Support will be offered to staff involved and incidents will be reviewed by senior staff not involved directly.

## **21. E SAFETY AND ACCEPTABLE USE POLICIES**

The School's E safety and AUP explains how we try to keep students safe in school and protect and educate them in the safe and appropriate use of technology. Behaviour such as cyberbullying and sexting will be managed through the anti-bullying procedures or Child Protection or CSE procedures if more serious.

Filtering systems are managed by the LA Schools IT service but we are fully aware that these filters are not infallible and staff are aware that effective monitoring by staff is essential.

We understand that this situation has a level of risk but at the same time that an 'over blocking' system would prevent effective teaching of online safety and resilience.

## **22. SAFE AND APPROPRIATE WORKING**

All staff should ensure that they do not behave in a way that will result in founded or unfounded allegations of inappropriate, abusive or dangerous behaviour.

All staff are made aware and regularly reminded:

- That they are in a Position of Trust and what the implications of that are.
- Of the requirements of the school Safe Working/Code of Conduct and related policies.
- If at any time staff are concerned that an action or comment made may be misinterpreted or that a student behaves or makes a comment in a way that causes concern in this respect, they should log their concerns immediately with the appropriate senior member of staff and seek advice.
- That failure to adhere to the Safe Working/Code of Conduct including carrying out their safeguarding responsibilities may result in disciplinary action against them and in some cases allegations of inappropriate or abusive behaviour and Child Protection investigation.
- That their conduct towards students must remain beyond reasonable reproach.
- That any sexual 'relationship' consensual or otherwise with students up to 18 would constitute a criminal offence. Any such behaviour with students 18 or over would be regarded as a serious disciplinary matter.

### 23. ALLEGATIONS AGAINST STAFF AND WHISTLE BLOWING

All staff have access to;

- The School Whistle Blowing (Safeguarding ) policy and
- Statutory Guidance – Allegations of Abuse made against teachers and other Staff (sec 4 KCSiE)
- Contact details of the Chair of Governors and LADO

All staff are made aware of their responsibilities and procedure to follow in the strictest confidence.

However it must be appreciated that in the case of a Whistle Blowing situation an investigation process may reveal the source of the information and a statement by the referrer may be required

All staff are made aware that if they receive an allegation of inappropriate or abusive behaviour about a colleague, or feel required to make such an allegation, they should pass the information, without delay, to the Headteacher.

If the allegation concerns the Headteacher the referrer should contact the Chair of governors, a senior Member of staff or the LADO immediately. **It is unacceptable for any member of staff not to refer such concerns.**

The head teacher will, on the same day, contact the LADO and follow the statutory guidance Keeping Children Safe in Education 2016 Sec 4.

**All involved will attempt to ensure that any allegation is dealt with fairly, quickly, proportionately and consistently in a way that provides effective protection for the student and at the same time supports the person who is subject to the allegation.**

If the member of staff feels that that the actions taken are inappropriate, ineffective or that the situation of concern is continuing they should raise concerns with the Headteacher and press for reconsideration or discussion. If the concern persists and they feel the situation is urgent they can refer to Children's Social Care or the LADO.

### 24. EXTENDED SCHOOL AND OFFSITE PROVISION AND EDUCATIONAL / RESIDENTIAL VISITS

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

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

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

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

In the same way the DSL will discuss such concerns with Educational Visits Coordinators and visit leaders at the visit planning stage.

The school will follow the appropriate LA planning and Risk assessment procedures for all educational visits and activities.

## **25. SITE SECURITY, VISITORS, SUPPLY AND AGENCY STAFF AND CONTRACTORS**

Visitors to the school including contractors and volunteers are asked to sign in and are given a badge to confirm that they have permission to be on site.

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

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

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

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

The school will follow KCSiE statutory Guidance and ER LA Recruitment Team advice in such cases.

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

The Single Central Record using the LA template is maintained to ensure that all appropriate staff, volunteers, Governors agency and contracted staff in Regulated Activity are entered on it.

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

## **26. Site Security Health & Safety and emergency procedures.**

26.1 There is a School Specific H & S policy in place.

Daily visual site inspections are carried out before school.

Treble H & S inspections are carried out.

Annual Governors H & S and environmental audits & inspections are carried out.

All staff are aware of their responsibilities for procedures for reporting H & S concerns and there is a clear system for staff and pupils to report and log H& S concerns.

LA generic H & S Risk Assessments '**On Site Security**' and '**Managing Violence & Aggression**' are adapted & used as appropriate.

- 26.2 Fire practices are held regularly at varying times of day and week and any deficiencies corrected  
Communication systems are in place and understood by all staff and volunteers to ensure appropriate and safe responses to in the event of critical incidents. This would include the need to evacuate in the event of a bomb scare or the need to initiate a complete or partial 'lock down'.

## **27. PARENTS**

We believe that our Safeguarding and Child Protection work will be more effective if it is carried out in partnership with parents and carers and that preventative and supportive strategies such as the Early Help Assessment and intervention by Children's Centres and Youth and Family Support Services.

However we ensure that parents are aware that we may in rare circumstances need to make Child Protection referrals or seek advice from Children's Social Care without their consent or knowledge.

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

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

## **28. POLICY REVIEW**

The staff and governing body will review this policy each year. The views of the students, parents, and support staff will be sought and taken into account in this review.

If at any time any deficiencies or weaknesses in the Child Protection policy and procedures are identified, they will be addressed by the governing body and staff immediately and remedied.

## Appendix 1 (Wolfeaton School and Sixth Form College CP policy – Safeguarding Protocol)

### Definitions of Significant Harm and Indicators of Abuse

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A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Students may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger.

1. **PHYSICAL ABUSE** is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
2. **NEGLECT** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. 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.
3. **EMOTIONAL ABUSE** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child 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, although it may occur alone.
4. **SEXUAL** : 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.

### Indicators of Abuse

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

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

### Signs of Physical Abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries

- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression toward others
- Running away

### **Signs of Emotional Abuse**

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

### **Signs of Sexual Abuse**

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

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

### **Signs of Neglect**

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

## Appendix 2 - (Wolfreton School and Sixth Form College Safeguarding Protocol CP policy) Responding to Concerns - Disclosures

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

The use of 'TED' questioning may be appropriate

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

### Or Open ended questions e.g.

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

- If you have difficulty in understanding the child or parent's communication method, reassure them that you will find someone who can help
- Tell the child or parent they have done the right thing by telling you
- Avoid making comments or judgements about what is shared
- Tell the child or parent what will happen next, and be honest
- Make a written note of:
  - What is said contemporaneously
  - Who is present
  - Anything else that happens after the child discloses
  - Ensure legibility, full dates and clear signature
  - Maintain strict confidentiality
  - Pass the information to the CPC or Deputy CPC on the same day
  - These notes should not be destroyed but kept with other Safeguarding documents in a designated safe place

**Appendix 3 (Wolfreton School and Sixth Form College Child Protection policy)  
Child Protection Record of Concern or Disclosure**

Complete and pass to CP Coordinator as soon as possible on the same day.  
If not available pass to deputy CPC or Headteacher.

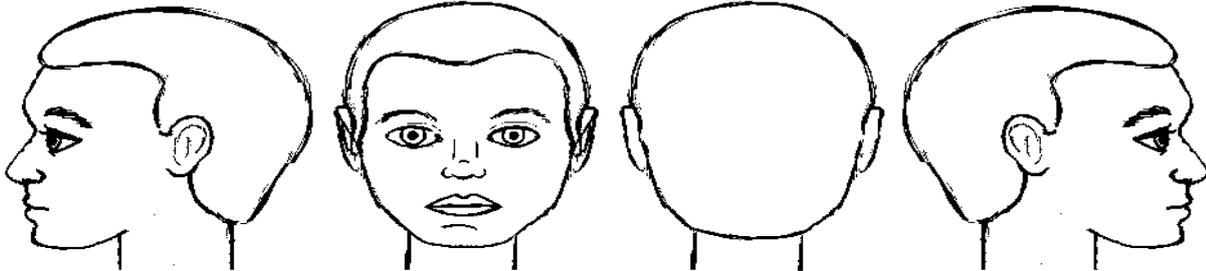
<b>Student's Name:</b>	<b>Class/TG</b>		<b>Yr:</b>		
	<b>DoB:</b>				
<b>Concern identified by:</b>	<b>Date:</b>		<b>Time:</b>		
<b>Nature of Concern / details of disclosure / other relevant information.</b>					
Continue on reverse if needed					
<b>Passed to:</b>	<b>Received by:</b>	<b>Date:</b>			
<b>Action taken by CPC (or person receiving this form)</b>					
This form to be filed in students CP file and noted on CP chronology					

Child Protection Record of Concern - Body Map (Attach to Record of Concern Form)

Name of Child:

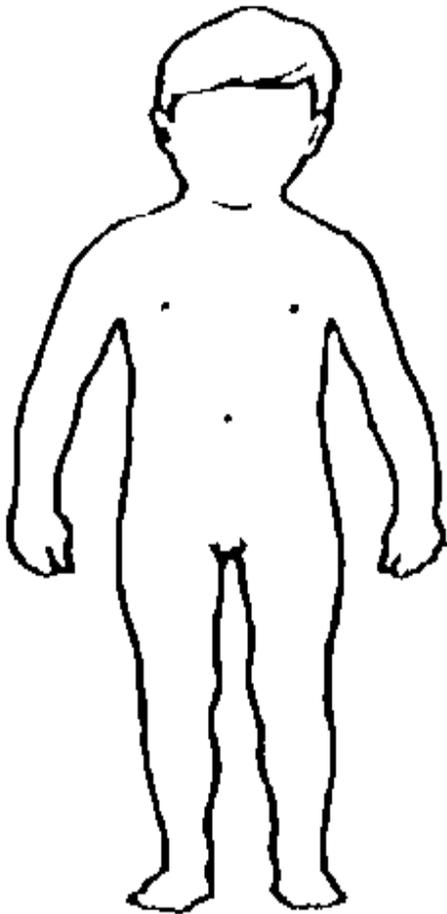
Date:

Date of birth

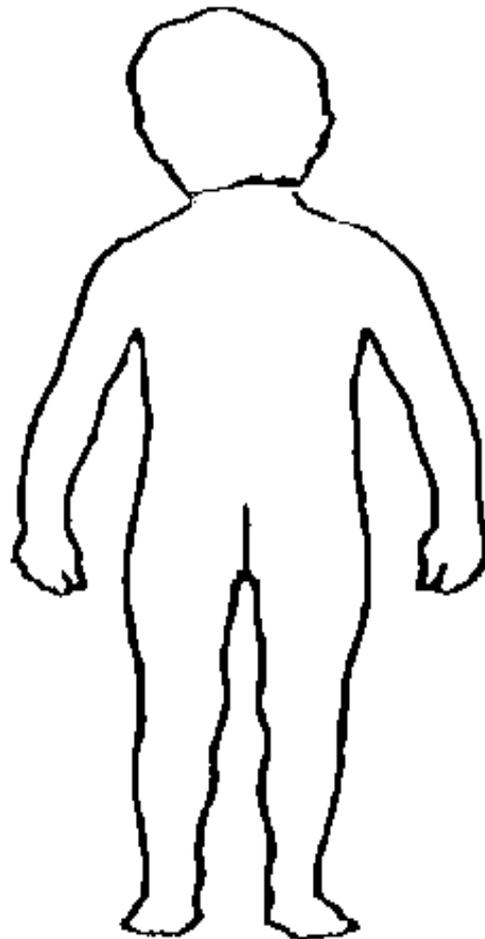


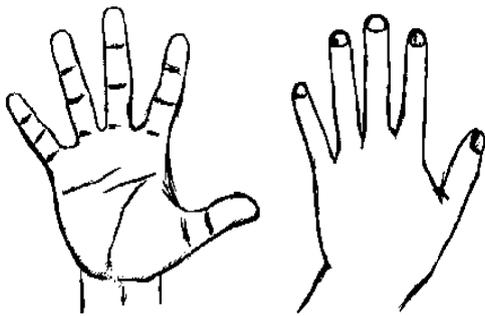
Left Side

Right Side

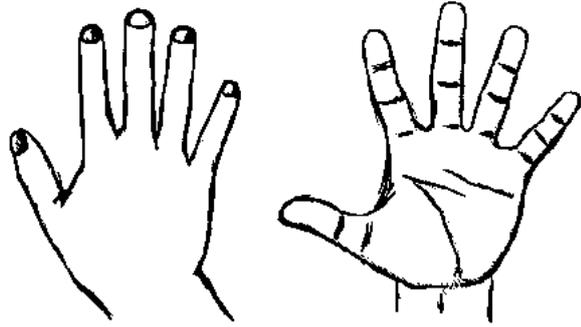


Front





Left Hand



Right Hand



Left Foot



Right Foot

**Full Description of Injury**

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Name of Adult Making Record \_\_\_\_\_

**Attach to Child Protection Record of Concern or disclosure**



**Appendix 5 (Wolfreton School and Sixth Form College Child Protection policy)**  
**Advice for Students**

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

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

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

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

**You should:**

**Tell someone** you trust. Such as your friends, teachers, parents, grandparents. Other people at school may be able to help.

**Let people help** to make things better by stopping the person from hurting you or your friends

**You shouldn't**

Feel embarrassed or alone.

Feel that it is your fault or that you are to blame for someone hurting, frightening or touching you. **Anyone who tells you that is a liar.**

Keep it a secret.

Feel you have no one to turn to – people are there to help

**Other help**

**[www.nspcc.org.uk](http://www.nspcc.org.uk)**

**[www.childline.org.uk](http://www.childline.org.uk)**

**0800 1111**

**Appendix 6 (Wolfreton School and Sixth Form College Child Protection policy)**  
**Advice / Information for parents to be used at induction and in newsletters or other publications**

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

At Wolfreton School and Sixth Form College, we recognise that your child is our responsibility and concern whilst in our care. We want to work in partnership with you, and discuss with you, any concerns we may have or that you may have.

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

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

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

If you want to know more about our procedures or the policy, please speak to the Headteacher or your child's Pastoral Manager, or the Governor with responsibility for Child Protection who can be contacted via the school.

## Appendix 7 (Wolfreton School and Sixth Form College Child Protection policy) Making a Referral

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

### 1 Making a Child Protection Referral

If the school believes that a child may have suffered, is suffering or be at risk of suffering significant harm, a referral **must** be made as soon as possible on that day. This will give Social Care and possibly the police the maximum time available to make decisions and take appropriate action if needed within the school day.

#### East Riding Resident Child

1. EHASH are available to discuss individual cases for advice and guidance during office hours on 01482-393339.
2. If the child is currently 'Open' to an ER Social Worker they should be notified directly or if not available their manager or Duty colleague. If this contact cannot be made follow 4.
3. If not open to ER Social Care an immediate referral should be made to the ER 'Golden Number' 01482- 395500 or outside office hours to the ER Emergency Duty Team on 01377- 241639.
4. If parents/carers have not been informed it should be established with EHASH or the CST when and by whom they will be informed and if there are other actions the school needs to take.
5. When a CP referral is made the time and the person taking the referral should be recorded on the child's 'Chronology Sheet'
6. All telephone referrals must be followed ideally immediately by a 'Confirmation of Referral' form, which should be emailed to [childrens.socialcare@eastriding.gcsx.gov.uk](mailto:childrens.socialcare@eastriding.gcsx.gov.uk) (4) or to the CST manager (3)
7. A member of the CST should report back to the school within 24 hours of receipt of the written referral to outline the action to be taken. If no response is received within 24 hours or sooner in urgent cases (where for example school need to be updated before the end of school) the CPC should contact the CST Manager. If this fails to get a response the CPC should contact EHASH for advice.

#### Child resident in other LA

1. If school needs to refer a student who lives in a neighbouring Local Authority the following contact numbers should be used for new referrals. If you are aware that the child is open to that LA follow (3) above.

Hull	01482 448879	EDT	01482 788080
North Yorks	0845 034941	EDT	0845 9417
North Lincs	01724 296500		
North East Lincs	01472 325555		

#### Looked After Children

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

If the child is resident in ER but Looked After by another LA their Social Worker or Duty manager should be contacted. If such a referral is about an incident occurring in the ER then EHASH should be notified in addition.

### **Informing Parents/Carers**

In certain circumstances parents should not be informed particularly where there are concerns about physical or sexual abuse involving family members.

These include situations when;

- Informing parents/ carers might place the child at increased risk
- A disclosure by a child involves a parent or other family member
- There is a possibility that a crime may have been committed.
- Informing parents/ carers might place staff at risk
- Where a delay may be caused in referring if contact cannot be made to parents.

In other circumstances it is preferable to inform parents that the school intends to seek advice from, or refer to Children's Social Care. Ideally this will be done with their support but lack of support or consent must not prevent or delay school acting.

If there are doubts or reservations about involving the parents the CPC should seek advice from EHASH or the local CST.

## Appendix 8 (Wolfreton School and Sixth Form College Child Protection policy) Child Protection Records

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### Record Keeping: Why is it important?

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

### Record Keeping: Organisation

1. Each file should be kept under lock and key and only designated staff have access. Staff need to know who these people are.
2. The file should contain:
  - Chronology sheets (Appendix 4.) which logs the following
  - Records of Concern
  - Body Map sheets if submitted
  - CP referral form copy
  - Meeting and Case Conference minutes.
  - Copies of reports for meetings
  - Details of siblings
  - Details of Social workers / Family Support workers
  - Details of contact with Parents and other agencies
  - Any other relevant

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

### 3. When students transfer school.

If there have been child protection concerns, the file is reviewed and transferred separately from other school records and direct to the relevant member of staff in the receiving school.

The file should be sealed and marked 'Private and Confidential FAO the Child Protection Officer'. The receiving school will be notified by telephone that there are concerns and records will if possible be delivered or collected.

If posted the sealed and indicated records should be placed within a plain addressed envelope. A record should be kept of the date of such transfer of sensitive files and of the person to whom they are transferred. It is recommended that the receiving school acknowledges receipt of records, and this acknowledgement recorded by the sending school.

In the event of a child moving out of the LA area photocopies of records should be retained before sending them.

If the destination school is unknown, the records should be retained until the child is officially removed from the school role and then forwarded to the CPO.

4. **When receiving students from other schools** the school should contact the sending school ascertain if there are CP concerns.
5. **At transition** eg Yr 6 to Yr7 liaison arrangements should include specific transfer of Child Protection information as part of the formal transition arrangements.

## **Appendix 9 (Wolfreton School and Sixth Form College Child Protection policy) Safeguarding Children; Information for visitors, supply staff and volunteers**

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

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

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

'Record of Concern' forms are available from reception. Complete this form and pass it to with Bill Walker or Alison Wood.

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

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

You might be concerned if:

- You see an injury
- Another person may express concerns
- Something else raises concerns or worries.
- A student tells you something

If a student tells you something that needs to be passed on:

- Promise confidentiality not secrecy
- Reassure the child that they have done the right thing
- Listen but do not ask leading questions
- Record and pass on your concerns

Your help in supporting our safeguarding work is appreciated by the school and most importantly by the children and young people.

**Wolfeaton School and Sixth Form College  
Child Protection Policy**

**The role of the Designated Safeguarding Lead**

Governing bodies and proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the designated safeguarding lead are:

**Managing referrals**

- Refer all cases of suspected abuse to the local authority children's social care and:
- The designated officer(s) for child protection concerns (all cases which concern a staff member).
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).
- 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.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

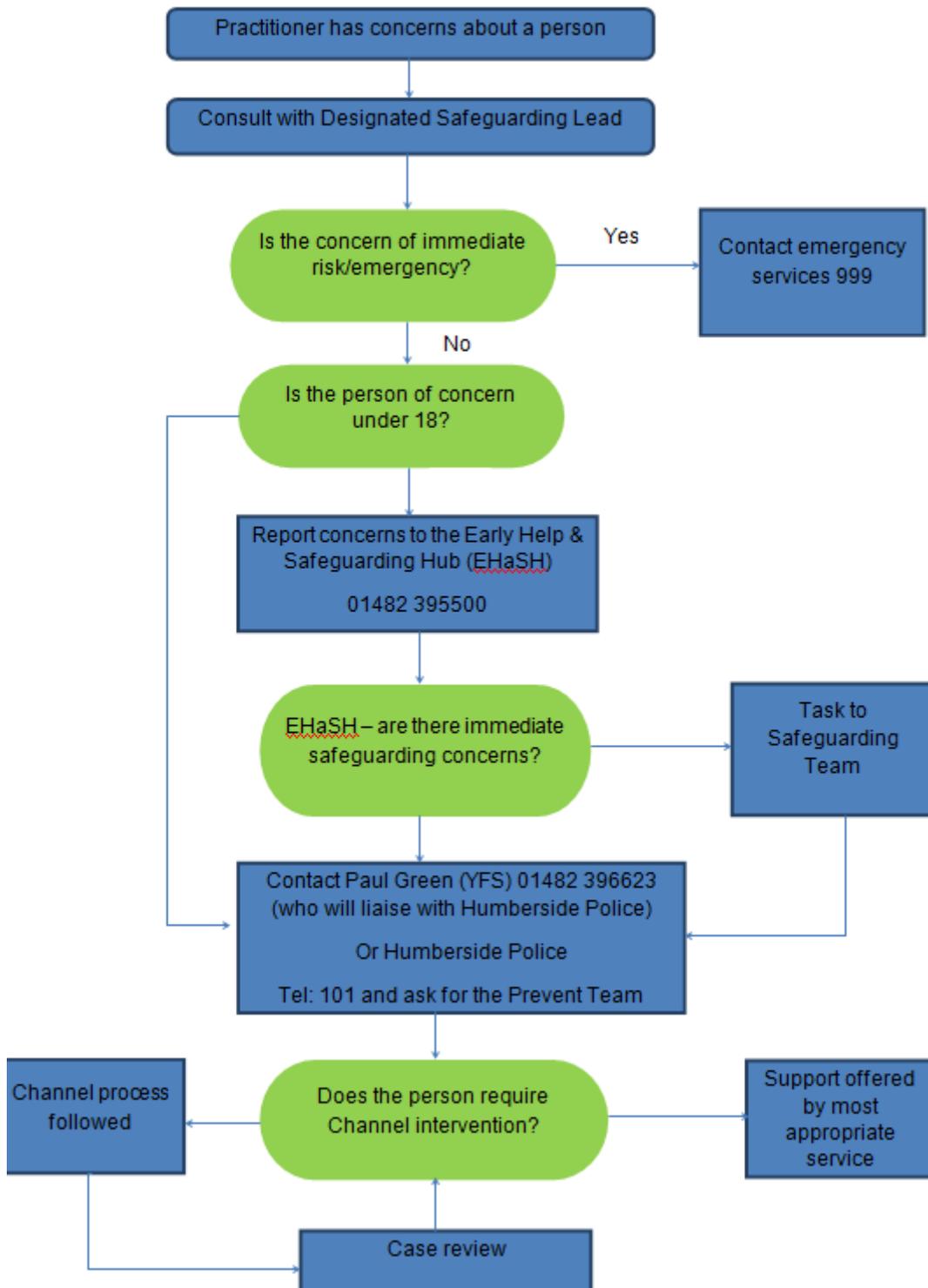
**Training**

- The designated safeguarding lead should receive appropriate training carried out every two years in order to:
  - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
  - 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.
  - 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.

**Raising Awareness**

- The designated safeguarding lead should ensure the school or college's policies are known and used appropriately:
  - Ensure the school or college's child protection policy is reviewed annually 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 local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

**Action to take if you have concerns that a person has or is being radicalised into extremist behaviour**



**DC Karen Windross, Prevent Officer, Humberside Police**

**Hull & East Yorkshire**

[Karen.windross@humberside.pnn.police.uk](mailto:Karen.windross@humberside.pnn.police.uk)

**01482 220751**

**National Counter Terrorism Hotline – 0800 789 321**

**Early Help and Safeguarding Hub – 01482 395500**

**SPOC (Paul Green) Youth and Family Support – 01482 396623**

The DfE has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk). Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

### Definition of safeguarding

*'Inspecting Safeguarding in early years, education and skills settings (Ofsted Aug 2016)*

In relation to children and young people, safeguarding and promoting their welfare is defined in 'Working together to safeguard children' 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
- taking action to enable all children to have the best outcomes.

There is a different legislative and policy base for responding to adults' safeguarding needs. However, most of the principles and procedures that apply are the same as those for safeguarding children and young people.

Safeguarding action may be needed to protect children and learners from:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example 'sexting' and accessing pornography
- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population, for example gang
- activity and youth violence
- domestic violence
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- other issues not listed here but that pose a risk to children, young people and vulnerable adults.

Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- children's and learners' health and safety and well-being, including their mental health
- meeting the needs of children who have special educational needs and/or disabilities
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- educational visits
- intimate care and emotional well-being
- online safety and associated issues
- appropriate arrangements to ensure children's and learners' security, taking into account the local context.



**CONFIDENTIAL: Confirmation of referral to the Early Help and Safeguarding Hub**

When making a referral to the Early Help and Safeguarding Hub, professionals and volunteers should consult the East Riding Safeguarding Children Board Threshold Guidance accessed at <http://www.erscb.org.uk/procedures-and-guidance/>

If you believe that a child is in immediate danger, call the Police immediately on 999. If you believe a child urgently needs specialist support from children’s social care, based on the threshold guidance on page 12-13, contact the Early Help and Safeguarding Hub on (01482) 395500 and follow up your telephone call by completing and sending this form ideally immediately but within 24 hours to the following secure email:

Date			
Is this written contact to follow a previous verbal contact?	Yes	No	
If yes when was the Early Help and Safeguarding Hub contact made?	Date	Time	

Child / Young Person’s details			
Surname	Forename	Dob	*
*	*		
Address	Postcode	tel	
*	*	*	

What is the child’s first language?	
Does the child have a disability or other Special Educational or Additional Need?	Yes No
If yes please give brief details	
Is a signer or interpreter needed?	Yes No

Agency, organisation and service making contact			
Name of professional or volunteer making contact		Contact number	
Are parents/ carers aware of this contact?		Yes	No
Reasons for above response.			

**Anonymity**  
 Professionals including volunteers do not have the option to remain anonymous; as they have a professional duty under Working Together 2013 to share information openly. Only members of the public can remain anonymous.

Parent and carers details - Name and Address if different to child	Parental responsibility?

<b>Reason for contact. - What is the referrer worried about? What are you worried will happen to the child/young person if nothing changes? What do you think needs to happen?</b>
<p>Please include as much relevant contextual information and details of any current or previous support or intervention that you are aware of. (Expands to fit text)</p>

<b>Other significant family members</b>		
<b>Name</b>	<b>Address</b>	<b>Relationship to child</b>

**Other Agencies known to be involved with child and family**

<b>Agency / service</b>	<b>Worker</b>	<b>Base</b>	<b>Tel</b>