



Child Protection and Safeguarding Policy

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<p>Name of Responsible Committee/Individual:</p>	<p>Local Governing Body</p>
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<p>Related Documents:</p>	<p>Trust Code of Conduct and Whistle blowing Guidance Annual Safeguarding report to Governors Keeping Children Safe in Education 2024 Working Together to Safeguard Children 2023 Staff Reference Guide – CP and Safeguarding Policy 24-25</p>

Driffield School and Sixth Form

Strategic Child Protection and Safeguarding Policy September 2024

For the purpose of this policy:

- 'staff' refers to all paid adults, volunteers or students on placement, working in any capacity in the school or in activities organised by the school, which brings them into contact with pupils of the school.
- **DSL** Designated Safeguarding Lead
- **DDSL** Deputy DSL
- **DSG** Designated Safeguarding Governor
- **CoG** Chair of Governors
- **SiET** Safeguarding in Education Team
- **LADO** Local Authority Designated Officer
- **ERSCP** East Riding Safeguarding Partnership
- **CST** Locality Children Safeguarding Teams
- **SaPH** Safeguarding & Partnership Hub (ER LA)
- **CEDT** Children's Emergency Duty Team
- **EHPH** Early Help and Prevention Locality Hub (ER LA)
- **DBS** Disclosure & Barring Service
- **KCSiE** Keeping Children Safe in Education 2021 Statutory Guidance
- **VCET** Vulnerable Children Education Team
- **SVSH** Sexual Violence and Sexual Harassment between children in schools and colleges
- **Sexual Violence** Rape, assault by penetration, sexual assault or causing someone to engage in sexual activity without consent
- **Sexual Harassment** Sexual comments, sexual 'jokes' or taunting, physical behaviour, online sexual harassment, consensual and non-consensual sharing of nudes and semi-nudes images and videos, sharing of explicit content, up skirting, sexualised online bullying, unwanted sexual comments and messages (including social media), social exploitation (coercion and threats)
- **EWO/S** Education Welfare Officer/Service
- **YFS** Youth & Family Support
- **Mental Health and Well being Service**

[\(https://www.erscp.co.uk/more/mental-health-and-emotional-wellbeing-service/\)](https://www.erscp.co.uk/more/mental-health-and-emotional-wellbeing-service/)

- **GDPR** General Data Protection Regulation
- **Child Protection** Refers to the multi-agency arrangements to identify and protect children who are, or may be, at risk of Significant Harm
- **Safeguarding** Refers to the protection, safety and promotion of the welfare of all pupils including when in offsite provision or activities and using IT. This includes the building of resilience and awareness of risk through the formal and informal curriculum. See Ofsted definition and scope of Safeguarding (Appendix K)
- **Child** Any pupil under the age of 18 is legally a child.
- **Pupils 18 or over** If there is a concern about the welfare of a pupil aged 18+ DSL's are advised to seek advice in the same way as for children e.g. EHLH may sign post to Adult Services or refer to YFS. See also sec 22 in respect of staff pupil relationships.
- **EHCP** Education, Health and Care Plan

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

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Driffield School and Sixth Form Child Protection and Safeguarding Advice and Contact List

September 2024

Role / Agency	Name and role	Contact details
*School Designated Safeguarding Lead	Deborah Dalton Deputy Headteacher	01377 253631 ext 196 deborah.dalton@driffieldschool.org.uk
*Deputy DSL	Julie Weatherill Safeguarding Officer Darren Andrews Assistant Headteacher Tom Fisher Assistant Headteacher Mike Evans Assistant Headteacher	01377 253631 ext 138 julie.weatherill@driffieldschool.org.uk 01377 253631 ext 144 darren.andrews@driffieldschool.org.uk 01377 253631 ext 149 tom.fisher@driffieldschool.org.uk 01377 253631 ext 149 michael.evans@driffieldschool.org.uk 01377 253631 ext 173
Safeguarding Team	All pastoral leaders are trained and experienced in the area of Child Protection and support the work of the DSL and deputy DSL	
Child Protection/ Safeguarding Governor	Greig Tulloch	Via Headteacher's PA 01377 253631
Chair of Governors	John Hudson	Via Headteacher's PA 01377 253631
Looked After Children Designated Teacher	Faye Warren Assistant Headteacher	01377 253631 faye.warren@driffieldschool.org.uk
E Safety Coordinator	Tom Fisher Assistant Headteacher	01377 253631 tom.fisher@driffieldschool.org.uk
Safeguarding & Partnership Hub SaPH	CP initial referral Support & Advice: Intensive & Specialist Safeguarding Support 1. Urgent CP concerns 2. Consultation with Social Worker	Monday to Thursday: 8:30am – 5:00pm Friday: 8:30am – 4:30pm 01482-395500 Request for service forms to: safeguardingchildrenshub@eastriding.gov.uk
Out of hours – Children's Emergency Duty Team	Urgent CP concerns outside of office hours where a child is at risk of significant harm.	01482 393939
Early Help Locality Hub (EHLH)	Early Help Additional Support for children and family's initial consultation	Consultation 01482 391700 All Request for Service to be sent to: ehphub@eastriding.gov.uk

Local ER Children Safeguarding Team	Open Cases	01482 395470
Local ER Children Safeguarding Team Manager	Wolds and Dale Hilderthorpe School Bridlington	01482 395470
Safeguarding in Education Team Manager	Chris Hamling General strategic and operational School Safeguarding & CP advice	chris.hamling@eastriding.gov.uk 01482 392251 Please always use the SiET email to initiate contact with SiET: safeguardingineducation@eastriding.gov.uk
ERYC LADO	Jayne Hammill Lisa Dosser Referral of possible allegations against staff & volunteers.	Please always use the LADO email to initiate contact with LADO: LADO@eastriding.gov.uk
School critical incident, bomb threats etc & Educational Visits Emergencies (not Child Protection)	24 hour Guidance and support	01482 392999
Humberside Police	ER Protecting Vulnerable People Unit	01482 220809
Humberside Police	Hate Crime / incident reporting	101 https://www.reportingcrime.uk/HPhatecrime/
ER Safeguarding Children Partnership	General strategic and operational Safeguarding and Child Protection advice	www.erscp.org.uk 01482 396994 erscp.enquires@eastriding.gov.uk
ER Safeguarding Children Partnership Training	Training Admin and information	erscp.training@eastriding.gov.uk
Hull North Yorks North Lincs North East Lincs	Children's Social Care	01482- 448879 EDT 01482- 300304 01609- 780780 EDT 01609- 780780 01724- 297000 EDT 01724- 297000 01472- 326292 EDT 01472- 326292
Prevent Referral	Humberside Police ERY LA	101 prevent@humberside.pnn.police.uk prevent@eastriding.gov.uk

1. Related legislation and guidance

This policy is implemented in accordance with our compliance with DfE statutory guidance KCSiE 2024, which requires that individual schools and colleges have an effective Child Protection Policy. The principles established in the Children Acts 1989 and 2004 and related guidance, underpin the development of this Policy. This includes but is not limited to:

- Working Together to Safeguard Children (December 2023) HM Government
- Effective support for children, young people, and families in the East Riding of Yorkshire (August 2020)
- Keeping Children Safe in Education (DfE 2024)
- Sexual violence and sexual harassment between children in schools and colleges (DfE September 2021)
- Use of reasonable force (DfE July 13).
- Searching, screening & confiscation at school (DfE July 2022).
- Guidance for safer working practice for those working with children and young people in education settings (Feb 2022 Safer Recruitment Consortium).
- Expectations and Code of Conduct (Trust policy September 2024)
- Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE May 2024)
- Guide to General Data Protection Regulation (ICO 2018)
- Data Protection in Schools (DfE, April 2024)
- Whistle Blowing (Child Protection / Safeguarding) Guidance (Trust Policy Feb 2023).
- Ofsted Education inspection framework (April 2024) – Gov.uk
- Ofsted Education safeguarding in early years, education and skills (April 2024) – Gov.uk
- Ofsted School inspection handbook (April 2024) – Gov.uk
- Prevent duty guidance: for England and Wales, (March 2024) – Gov.uk
- Multi-agency statutory guidance on female genital mutilation (HM Govt July 2020)
- What to do if you're worried a child is being abused (HM Govt 2015)
- Working together to improve school attendance (DfE, Feb 2024)
- Support for pupils where mental health issue is affecting attendance. (DfE Feb 2023)
- Summary table of responsibilities for school attendance guidance for maintained schools, academies, independent school, and local authorities (DfE Sept 2022)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in English, including pupil movement: Guidance for maintained schools, academies and pupil referral units in England (DfE, May 2023)
- Behaviour in Schools: Guidance, advice for Headteachers and school staff (DfE, Feb 2024)
- LA Education Visit Guidance and Procedures or equivalent
- The designated teacher for Looked-After and previously Looked-After Children Feb 2018

- Promoting the education of children with a social worker and children in kinship care arrangements: virtual school head role extension (DfE, March 2024)
- Disqualification under the Childcare Act 2006 Statutory guidance for Local Authorities, maintained schools, academies, and free schools (DfE Aug 2018)
- Keeping children safe during community activities, afterschool clubs and tuition: non statutory guidance for providers running out of school settings (DfE, April 2022)
- Meeting digital and technology standards in school and colleges (DfE March 2023)
- Guidance for maintained schools and academies in England on provision for transgender pupils (Nov 2022)
- Gender questioning children Non-Stat guidance for schools and colleges in England (draft for consultation DfE 2023)
- Sharing Nudes and semi nudes: advice for education settings working with children and young people (DfSIT, March 2024)
- ER Use of Unregulated Alternative Provision Guidance May 2024

Other Safeguarding related school policies

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

- Education Alliance Child Protection Policy
- Attendance Policy
- Behaviour for Learning
- Anti-Bullying / harassment policies
- Complaints policy
- Safe Handling policy
- Special Educational Needs policy
- Educational Visits policy
- Health and Safety policy
- Sex and Relationships Education policy
- Online Safety policy/Filtering and Monitoring
- Allegation & Whistle Blowing guidance
- Safe & Appropriate Working / Code of Conduct
- Safer Recruitment
- Site Security
- Data Protection

The above list is not exhaustive but when undertaking policy development the school will consider Child Protection and other safeguarding matters within each appropriate policy or guideline.

2.1 Introduction

Definition of Safeguarding

KCSiE 2024 defines safeguarding and promoting the welfare of children as:

- Providing help and support to meet the needs of children as soon as problems emerge

- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing the impairment of children’s mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

2.2 Core Principles

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

3.1 The policy

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

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

This policy applies to all staff, governors and visitors to the school. We recognise that Child Protection and Safeguarding 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 their initial induction process.

Where safeguarding is concerned, staff will maintain an attitude of ‘it could happen here’ and when concerned about the welfare of a child, staff will always act in the best interests of the child. In the event of any

safeguarding concern being identified about any child or adult, staff will act immediately, sharing concerns in line with agreed procedures.

3.2 School commitment

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

Our school will therefore:

- Establish and maintain an ethos where pupils feel secure and are encouraged to talk, and are listened to.
- Ensure that pupils know that there are adults in the school whom they can approach if they are worried or are in difficulty.
- Include in the curriculum, teaching and learning opportunities which equip children with the skills and knowledge they need to stay safe from abuse and develop resilience and an awareness of possible grooming or influence by violent extremist ideas and the dangers and consequences in engaging in inappropriate behaviour online.
- Ensure that all forms of bullying and harassment including allegations of child on child abuse including sexual violence and sexual harassment, transphobia, hate incidents and online bullying & abusive behaviour are dealt with at the appropriate level and in line with national and local guidance and procedures and not dismissed as immature behaviour or banter.
- Educate all pupils and staff in relation to sexual violence and sexual harassment and ensure everyone knows this is not okay and will not be tolerated in our school or our community.
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- Ensure that staff have an understanding of when to make referrals to the DSL when there are indicators or concerns of possible Neglect, Sexual, Physical or Emotional harm and indicators of possible Child Sexual & Criminal Exploitation, Female Genital Mutilation, Radicalisation, School Attendance concerns, Peer on Peer Sexual Violence and Sexual Harassment and Forced Marriage and that they have access to additional advice and support.
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children.
- Ensure that staff are aware of how and when to act on concerns that they have and work in a safe and appropriate manner 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 2024.

3.3 Multi Agency Safeguarding Arrangements

As a 'Relevant Agency' (Working Together to Safeguard Children, 2023, page 27) the school recognises its statutory duty to co-operate with and support the East Riding Safeguarding Children's Partnership arrangements.

The school recognises the pivotal safeguarding role it plays and understands and supports the ERSCP expectation of active engagement with the Partnership, appropriate sharing of information and contributing to inter-agency meetings and plans.

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

We are therefore committed to initiating where appropriate and supporting other professional initiated inter-agency work such as:

- Early Help Plans & Team Around the Family meetings (TAF)
- CP Case Conferences, core groups and other multi-agency meetings
- Joint working with EWS
- Health & CAMHS intervention & assessment.

We also work in partnership with Humberside Police as part of the Domestic Abuse alert system Operation Encompass and work with SiET to support Humberside police Pitstop meetings.

School will support ERSCP arrangements for the auditing and assurance of our Child Protection & Safeguarding arrangements and also access for relevant professionals (e.g. Social Worker, Educational Psychologist etc) will be facilitated and where appropriate, from a placing local authority.

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

3.4. Confidentiality

We recognise that all matters relating to Child Protection are highly confidential and the DSLs will share that information on a '**need to know, what and when**' basis.

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

Staff are also aware that such breaches of confidentiality and data protection may result in disciplinary action as such breaches place vulnerable children at risk. In addition, such breaches would bring the school into disrepute and under GDPR legislation potential heavy fines.

4. Roles and Responsibilities

4.1 All Staff

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

This includes a responsibility to be alert to the various child protection / safeguarding issues outlined in KCSiE, 2024 and associated indicators of, for example, abuse, neglect, exploitation, violent extremist radicalisation, sexual violence, and sexual harassment and to record and report concerns immediately to staff identified with child protection responsibilities within the school.

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

In line with existing and relevant policies, for example, staff Code of Conduct and student Behaviour Policy, staff will determine how best to build trusted relationships with children, young people and parents/carers which facilitate appropriate professional communication.

Staff should understand the importance of compliance with the DfE Data Protection guidance for schools, and supporting data protection policies and processes.

Staff know how to report safeguarding and technical concerns, in relation to Online Safety and Filtering and Monitoring, such as, if:

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

4.2 DSL/ Deputy DSL

A full outline of the role and responsibilities of the DSL can be found in KCSiE, 2024, Annex C. In line with this, the DSL is a member of the Senior Leadership Team and has overarching responsibility for ongoing oversight of safeguarding and child protection systems (including online safety). The DSL or DDSL (or another appropriately trained senior member of staff) will be available on site when the school is open to coordinate and advise staff or respond to urgent Child Protection matters.

Whilst the activities of the DSL may be delegated (e.g. to the DDSL and within the pastoral structures), the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

The DSL will ensure that individual members of staff are 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.

In order to develop the requisite knowledge and skills required to carry out their role, the DSL will undergo appropriate and specific training, the same requirement applies to the DDSL. Training to develop and maintain skills and knowledge will be regularly updated through a variety of methods at regular intervals and at least annually.

4.3 Governance and Leadership

The Governing Body fully recognises its responsibilities regarding Safeguarding and Child Protection and for safeguarding and promoting the welfare of children as outlined in Part 2 of KCSiE, 2024. The Governing Body

has the strategic responsibility to monitor and ensure that all Child Protection arrangements, procedures, policies, and training are in place and effective. Safeguarding will be an agenda item on every full Governing Body meeting, and any relevant reports on the operation of safeguarding / child protection across the school are provided and considered.

Management and leadership by the Headteacher and Governors ensure that the time, resources and training are adequate to ensure that the DSL responsibilities, as outlined in KCSiE 2024, are carried out and that all strategic Child Protection and safeguarding arrangements are in place and effective.

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

The Governing Body are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty – see KCSiE 2024, para. 80), and the local multi-agency safeguarding arrangements set out by the ERSCP. The Senior Leadership Team will be supported to ensure that there are policies and procedures in place to make sure that appropriate action is taken in a timely manner to safeguard and promote children’s welfare.

The Governing Body will:

- designate a Governor (DSG) for Child Protection & Safeguarding who will monitor the school’s Child Protection Policy in operation along with training and procedures and keep the full Governing Body suitably updated
- 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 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 e-learning level 1 Child Protection and Safeguarding training (including online safety) and refresh this at least every 3 years. This level of training should be included in the induction package of any new Governors. The DSG should complete higher level training
- Make opportunities available for Governors to complete:
 - Safer Recruitment training.
 - Governor’s Safeguarding Roles and Responsibilities training.
- The DSG acts as a ‘Champion’ for Child Protection and liaises with the Head & DSL to report to, update and advise the full Governing Body on the strategic and operational aspects of safeguarding.
- Ensure the school has appropriate filtering and monitoring systems in place
- Ensure there is a full understanding of and compliance with the DfE Data Protection guidance for schools

Governors have a duty to assure themselves that the school’s Child Protection files are maintained as set out in Annex C of KCSiE 2024 but would not routinely have access to details of individual Child Protection Cases and understand the requirement for confidentiality.

4.4 Children and Young People

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

- feel safe, be listened to, and have their wishes and feelings considered
- confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback

- contribute to the development of safeguarding policies and practice
- receive help from a trusted adult
- learn how to keep themselves safe, including online.

4.5 Parents and Carers

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

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

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

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

5 Child Protection Procedures

5.1 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. This can be in and out of the education setting, in person and online.

When concerned about the welfare of a child, staff will always act in the best interests of the child and staff will maintain an attitude of 'it could happen here' where safeguarding is concerned.

The DSL and Safeguarding Governor ensure that all staff have received and been given the time to read KCSiE 2024 Part One and have access to the full guidance on '*What to do if you are worried a child is being abused*' 2015, which contain detailed information about forms of abuse and related issues.

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

- is disabled and has specific additional needs
- has special educational needs (whether or not they have an EHCP)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation
- Is at risk of being radicalised or exploited
- has a family member in prison or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care

- is showing early signs of abuse and/or neglect
- Is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child
- is persistently absent from education, including persistent absences for part of the school day.

5.2 Responding to Concerns

'Never Do Nothing – Do the basic things well - It can happen here'

- All staff have a responsibility to respond to disclosures by children or other concerns and pass these concerns on to the DSL **immediately** as outlined in Appendix A
- Staff do not need 'proof' of abuse and should not 'investigate' concerns
- This information must be recorded on the 'Record of Concern Form' (Appendix B)
- Concerns relating to marks or injuries must also be recorded on a 'Body Map' which should be attached to the 'Record of Concern Form' (Appendix C)
- If using a body map, injuries or marks must be described in addition to locating on the body map
- Photographs must not be taken of any marks or injuries.

Staff are issued with the school CP procedures 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 DSL who will decide what information to share with which staff.

5.3 Children Suffering or at Risk of Significant Harm

If it is considered that a pupil may have suffered or may be at risk of suffering significant harm the parent / carers will be made aware that the school will need to discuss the matter with the SaPH. Every effort should be made to communicate openly and honestly with parents and gain consent.

However, this may not be the case, if it is thought that:

- *Informing parents/ carers might place the child at continued or increased risk*
- *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 in obtaining consent may put a child at risk.*

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

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

If the child is already 'Open' to CSC an initial contact will be made with the Social Worker or if unavailable the 'Duty' team member at CST and if necessary, the CSC Team Manager.

In the case of a child open to a 0-25 team Social Worker the school will contact her/ him. If open to another 0-25 worker the SaPH will be contacted

After consultation with the SaPH the DSL may advise that the situation will be monitored and inform the appropriate staff.

In all cases records of discussions with the SaPH and other professionals will be recorded in the child's file.

5.4 Children's Emergency Duty Team (CEDT)

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

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

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

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

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

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

- What has already been done to address any concerns and how has this helped?
- What resources / services are currently in place?
- What chronologies can you submit to support your referral?
- What would the family like to change?

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

5.5 Case Conferences, Core Group, TAF & Strategy Meetings

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

The Senior Leadership Team, Governing Body and DSL will work to establish strong and co-operative local relationships with professionals in other agencies, will work positively with partner agencies to promote the safety and well-being of pupils. The DSL and Headteacher will ensure that the appropriate member(s) of staff attend support and attend all relevant meeting, including Initial & Review Child Protection Case Conferences and subsequent Core Groups and that written reports are prepared for each Case Conference.

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

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

Where meetings occur outside of school term times, we will attempt to ensure representation at these meetings and where possible and practical host such meetings. Where not possible, the SiET will offer this support.

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

5.6 Children's Concerns

The school recognises that a child centred approach is an essential part of effective safeguarding practice and that listening to children and young people is central to safeguarding them against abuse, exploitation and neglect. We will seek to develop resilience in the children and ensure that they are aware that they can seek help and support, how this can be accessed and that their concerns will be treated seriously.

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

Children and young people are made aware that the school's approach to any incident of child-on-child abuse (including sexual violence and sexual harassment) is confidential and they understand that their concerns will be treated seriously.

5.7 Feedback and Escalating Concerns about Individual Cases

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

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

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

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

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

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

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

5.8 Information sharing

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

The DSL/Headteacher will ensure that the sharing of information is in line with the UK Data Protection Act 2018 and UK GDPR and following principles as outlined in: *'Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers'*, (DfE May 2024), the seven golden rules to sharing information:

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

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

Due regard will be given to the relevant data protection principles, which allows the sharing and withholding of personal information. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

6.0 Record Keeping and Transferring/Retaining Records

1. It is essential to keep detailed, accurate and accessible records in order to protect children effectively. At all times Information Sharing guidance and GDPR (2018) will be followed.
2. All staff are made aware of the need to record and report concerns about a child or children within our school immediately to the DSL. If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL – always observing the principle “IF IN DOUBT, SHARE”
3. All staff should record such concerns or disclosures on a ‘Record of Concern’ sheet (Appendix B) and if needed a Body Map (Appendix C).
4. The DSL is responsible for such records and for deciding at what point these records should be shared with, or transferred to other agencies or schools, in consultation with the Headteacher or appropriate Senior Manager.
5. Each individual child’s file of concern or official documentation will be stored on CPOMS (Child Protection Online Management System). Each file 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 CPOMS. The file will also link to other relevant information but be separate from the child’s other school records.
6. The information in these files may be shared with other agencies as appropriate and in some cases used as evidence by other agencies in line with current Information Sharing guidance and GDPR (2018).
7. Only factual verified information is recorded as such. Information ‘reported’ by outside individuals is clearly indicated as such.
8. Parents may request to read their child’s file under Subject Access Request or GDPR. Where Safeguarding information is held the School will seek legal advice or Safeguarding advice (at data.protection@eastriding.gov.uk) such a request is made in order to ensure that only appropriate information is disclosed depending on the circumstances and any ‘3rd party’ information that will need to be redacted.
9. The DSL will decide what information needs to be shared within school with whom and when on a case by case basis. Confidentiality is essential but staff working with children can only provide effective support and monitor concerns if they are made aware that there are concerns or at the least that individual children are being monitored.
10. Child protection records are reviewed each term to check whether any action, advice or updating is needed.
11. All child protection records will be transferred in accordance with data protection legislation to the child’s subsequent School/College, under confidential and separate cover as soon as possible; within 5 days for an in-year transfer or within the first 5 days of the start of a new term. Child protection files will be transferred securely to the new DSL, separately to the child’s main file, and a confirmation of receipt will be obtained.
12. Records are sent or if possible, handed to the receiving school separately from other records and marked ‘Private & Confidential for the attention of the DSL’. If sending by post records will be
 - sealed in an envelope and marked as above and
 - sealed in an addressed envelope before sending by recorded delivery.

13. Where records are transferred electronically via a commercial e system, the DSL will oversee the task and ensure that the effective transfer is completed and transfer protocols adhered to. Electronic transfer outside of such a system should involve password protecting documents and, sending this separately and where possible and ideally using a secure email.
14. The current early years, education or skills setting is regarded as the 'Custodian of the records'. Records should be retained by the setting they attended at 18 up to the 25th birthday of the pupil and then destroyed at the earliest convenience.

7.0 Complaints

All members of the school community should feel able to raise or report any concerns about children's safety or potential failures in the school safeguarding procedures. The complaints procedure is available to parents, pupils/students and members of staff and visitors who wish to report concerns or complaints and can be found on the school's website. All concerns reported to the school are taken seriously and will be considered and responded to in-line with the relevant and appropriate process.

Anything that constitutes an allegation against a member of staff or volunteer or is identified as a low-level concern, will be dealt with in-line with section 17 of this policy.

Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: help@nspcc.org.uk

Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.

8.0 Early Help

The school fully supports the continued emphasis within KCSiE, 2024 upon Early Help and prevention support. Early Help means providing support as soon as a problem emerges at any point in a child's life, for children of all ages.

Local ERSCP procedures will be followed, if it is felt that a child or family may require additional support that cannot be provided by the universal services available in or to the school. In such cases consent from parent/carers will be sought for a contact to be made to the Early Help and Prevention Hub in whose area the child or family live.

If after discussion with parents/carers and with their consent it is thought that additional support may be appropriate, the school will submit a 'Request for Service' form to the Early Help and Prevention Hub.

School will hear back from the Early Help and Prevention Hub (within 48 hours - Monday to Friday) as to their decision.

If a service is to be provided, the school will become a vital member of a TAF meeting and professionals will work together with the family to complete an 'Early Help Assessment'. The school will follow the local guidance in relation to completing Early Help Assessments:

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

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

9.1 Specific Safeguarding Concerns – Further Information

Part One and Annex B of KCSiE 2024 and Section 5, provide further information on and the types of abuse and a range of specific safeguarding issues. Where staff are unsure how to respond to specific safeguarding issues, they should follow the processes as identified in Section 7 of this policy and speak with the DSL or a deputy. All staff are made aware of the possible indicators of abuse, exploitation and neglect and how to respond to disclosures and other concerns, following the identified procedures.

9.2 Physical, Emotional and Sexual Abuse and Neglect

When assessing whether a child may be suffering actual or potential harm, the categories of abuse often overlap (see Appendix H for further information):

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect
- Exploitation

The DSL and Safeguarding Governor ensure that all staff have received and been given the time to read KCSiE 2024 Part One and have access to the full guidance on '*What to do if you are worried a child is being abused*' Mar 2015, which contain detailed information about forms of abuse and related issues.

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

9.3 Child on Child Abuse

All staff are aware that children can abuse other children and that this can happen inside and outside of school and online. All staff are aware of the different types of child-on-child abuse and the indicators, which include, but are not limited to:

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

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

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

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

The school/college APEX curriculum supports pupils to identify this type of abuse, supports them to know this is not acceptable in anyway and supports children to seek support should they require it. This represents a key aspect of teaching safeguarding, maintaining an effective safeguarding culture and a school wide preventative approach to safeguarding.

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

If there is a concern that the level of possible abuse may reach a threshold for Police and or Social Care involvement or that either the alleged victim or perpetrator should be offered support or intervention from the Locality Early Help Hub, appropriate contact and Requests for Service (if needed) will be made in-line with local safeguarding procedures.

In cases of possible Hate Crime, a separate referral will be made to the Humberside Police Hate Crime reporting system via 101 or online at the ERYC web site – <https://www.eastriding.gov.uk/living/crime-and-community-safety/reporting-a-crime/>

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

If an incident has occurred during the school day or is occurring, that is clearly an urgent criminal matter, so 999 must be called.

Where any child involved in child-on-child abuse is an open case to partner agencies, the lead professional 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 assume 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 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.

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

9.4 Child on Child Sexual Violence and Harassment

When responding to concerns relating to child-on-child sexual violence or harassment, the guidance outlined in Part five of KCSIE 2024 will be followed along with the SiET 'Guidance to school and education settings for managing incidents of Inappropriate Sexual Behaviour(s), Sexual Harassment and Violence'.

It is recognised that sexual violence / abuse and sexual harassment can happen anywhere, and all staff will maintain an attitude of 'it could happen here' and that sexual violence and sexual harassment can occur between two children of any age and sex.

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

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

Abuse that occurs online or outside of the school will not be dismissed or downplayed and will be treated equally seriously and in-line with relevant policies/procedures, for example anti-bullying, behaviour, child protection and online safety.

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

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

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

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

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

9.5 Contextual Safeguarding

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

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Staff are made aware of the possible indicators of CSE and CCE and the need to refer these concerns to the DSL. All staff have received and been given time to read KCSIE Part One and have access to Annex B: Further

information. Any concerns will be referred to the SaPH in order that the LA can consider this information in line with the Effective Support Guidance.

County Lines

Staff are aware that the exploitation of children to be used to carry drugs and money from urban to suburban, rural, market and seaside towns is a growing problem and that the East Riding is an area that may be targeted.

9.6 Honour Based Abuse

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

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

9.7 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 2023 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 ERSCP procedures and contact the SaPH by phone. If the child is believed to be at immediate risk the Police should be contacted on 999.
- b) The DSL or Teacher will follow advice from the SaPH before discussing such concerns with parents or carers.
- c) If a member of staff **discovers** from the victim, or peer, other source or physical evidence (which is highly unlikely for a member of school staff) that FGM has taken place the DSL must be informed immediately and should contact the Police and then the SaPH.

In this case if the member of staff is a teacher (or employed to carry out teaching duties) the referral to Police and the SaPH 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.

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

The written request for service should be made immediately

- d) If the DSL or Deputy DSL is not available within this timescale the member of staff should contact SaPH and update the DSL.

- e) A written "Request for Service" form should be forwarded to SaPH in line with ERSCP safeguarding procedures.

Minimum Age for Marriage

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

9.8 Possible Violent Extremist Radicalisation and Hate Incidents

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.

If it is felt that there are concerns about possible radicalisation to encourage violent extremism, including online, or concerns about the behaviour of parents or other family members a referral will be made to the police and local authority, prevent@humberside.pnn.police.uk and prevent@eastriding.gov.uk (Appendix G).

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

In cases of possible hate crime, a separate referral will be made to the Humberside Police Hate Crime Reporting System via 101 or online at the ERYC Web site.

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

or via

<https://www.humberside.police.uk/hate-crime>

This will not prevent or delay the school in following our own internal disciplinary procedures in such cases.

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

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

The APEX 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.

9.9 Serious Violence

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

9.10 Private Fostering and Direct Payments

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, or where the placement is likely to be more than 28 days, a request for service to the SaPH will be made.

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

If we are made aware that a direct payments worker is engaged by parents for overnight supervision of children SaPH will be notified if the school has concerns about such arrangements.

9.11 Domestic Abuse

The school is involved in the Humberside Police / ER LA Operation Encompass Domestic Abuse alert system and supports pupils appropriately when alerts are received. All staff are aware of the need to be alert to the possible indicators of Domestic abuse including coercive control and refer concerns to the DSL.

Staff understand that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional abuse. Children can be victims of domestic abuse and may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). Domestic abuse can have a detrimental and long-term impact on children's health, well-being, development, and ability to learn.

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

9.12 Mental Health and Emotional Well-being

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

Staff recognise that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACE), can impact on their mental health, behaviour, and education.

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

9.13 Nude and/or Semi-Nude Image Sharing by Children

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

DSLs will respond to concerns in-line with the non-statutory UKCIS guidance: *'Sharing nudes and semi-nudes: advice for education settings working with children and young people. Responding to incidents an safeguarding children and young people'* (UKCIS Feb 2024) and *'Sharing nudes and semi-nudes: advice for education settings working with children and young people'* (DfSIT, March 2024). The local Effective Support Guidance will also be used as a point of reference. When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos:

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

Parents/carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm. All decisions and action taken will be recorded in-line with our child protection procedures.

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

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

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

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

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

To not share information about the incident with other members of staff, children/young people, or parents/carers, including the families and child(ren) involved in the incident; this is the responsibility of the DSL.

10.1 Supporting Vulnerable Children and those Potentially at Greater Risk of Harm

Children may be vulnerable because, for example, they have additional or Special Educational Needs, are Looked After, have experienced or are experiencing a form of neglect, abuse, exploitation or complex or adverse family circumstances. This can include frequently missing/goes missing from education, home or care, has experienced multiple suspensions, is at risk of being permanently excluded from school or are in Alternative Provision. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.

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

10.2 Children with a Social Worker

Advice and guidance is available from the VCET – Strategic Lead for the Education of Children with a Social Worker. Due regard is by the school to the non-statutory DfE guidance, *'Promoting the education of children with a social worker and children in kinship care arrangements: virtual school head role extension'* (DfE March 2024)

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

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

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

10.3 Children who are LGBTQ+

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

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

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

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

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

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

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

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

10.5 Elective Home Education (EHE)

Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, the school, will follow LA procedure by informing the LA about the decision. Where the student/child

involved has an EHCP, we will assist the LA as required to complete the necessary review of the plan and work closely with parents/carers.

We will work together with and support parents/carers and other key professionals and any organisations / agencies involved to ensure decisions are made in the best interest of the child and that the decision is fully informed.

10.6 Children Absent from Education

Unexplainable and/or persistent absences from education for prolonged periods, can act as a vital warning sign to a range of safeguarding issues including neglect, exploitation, and abuse. It can also be a precursor for children becoming missing from education in the future. A robust response to children absent from education will support the identification of such abuse and may help prevent the risk of children going missing in the future. Relevant statutory guidance will be followed.

We will endeavour to obtain and maintain at least two emergency contact phone numbers for each pupil and make all reasonable efforts to ensure that parents are reminded to update the school on number or contact changes. Parents who have not provided two contact numbers or update school will be contacted and asked to provide the contacts. All such attempts to obtain this information will be recorded.

- If a student is absent from school without contact from parents/carers a text is sent on the first and every subsequent day of absence. If the school has not received notification from parents/carers by the third day of absence, a safe and well check is completed by the Attendance officer. If contact with parents is not made during this home visit, the safeguarding officer is informed.
- 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 children absent from or missing from education, 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 not open to CSC, that the school has concerns about, does not attend school the school will in accordance with the Effective Support guidance consult with or place a request for service with SaPH, the EWS and / or the police depending on the circumstances.
- The school will ensure that they know the attendance of any children educated off site. The school has an agreed process in place with its alternative provisions for first day absence calling. The school retains responsibility for the attendance of any child attending an offsite provision and will monitor and act as required.
- The school also works with the EWS in relation to the monitoring of potential Pupils Missing Out on Education

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.

In line with the above arrangements, the school will that they know and monitor the attendance of any children education off site in alternative provision. The school retains overall responsibility for the safeguarding, attendance, progress and outcomes of any child attending an alternative provision site, including that safer recruitment/appropriate safeguarding checks have been completed on staff working in the setting.

10.7 Children with Special Educational Needs or Disabilities (SEND)

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

As such, all members of staff are encouraged to appropriately explore potential indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability. Staff will be mindful that children with SEND or certain medical conditions may be disproportionately impacted by behaviour's such as bullying, without outwardly showing any signs.

To address these additional challenges, ongoing consideration will be given on a case-by-case basis, as to whether additional pastoral support and attention for children with SEND is needed. Where necessary, this may involve a review of an Education and Health Care Plan.

The DSL will work closely with the SENDCo to plan support as required.

The school has robust intimate/personal care policies which ensure that the health, safety, independence, and welfare of children is promoted, and their dignity and privacy are respected. Arrangements for intimate and personal care are open and transparent and accompanied by robust recording systems.

11. Training

11.1 All staff

The DSL takes the lead role in overseeing staff training, including Online Safety and Filtering and Monitoring, ensuring this is at the appropriate level, recorded and refreshed, cascading information and updating all staff on safeguarding issues that require ongoing vigilance.

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. Staff joining the school midyear receive this as part of their induction.

As part of this, all staff will receive annual training / briefing about, and have time allocated to read and the opportunity to seek advice or clarification about the current:

- KCSiE 2024 – Part One or Annex A (depending upon the role and if they do or do not work directly with children)
- Staff Code of Conduct
- Whistleblowing Guidance
- Strategic Child Protection & Safeguarding Policy
- Staff Reference Guide Child Protection and Safeguarding Policy
- Behaviour & Attendance policies - and understand the safeguarding context of both.

This training will also cover:

- The role and identity of the DSL, DDSL & DSG and any other staff who have a safeguarding role / responsibility.
- Briefing on range of safeguarding issues to be aware of (as identified in Part 1 and Annex B of KCSiE, 2024), internal safeguarding procedures and expectations
- Where key documents and guidance can be accessed.

All staff are provided with the documents listed below at the start of the academic year or on induction and they are made available in the policies section of the school network:

- KCSiE 2024 (Full guidance)
- School Strategic Child Protection & Safeguarding Policy.
- What to do if you are worried a child is being abused.
- Working Together to Safeguard Children (2023).

All staff engaged in 'regulated activity' (e.g. teaching and teaching assistant and pastoral staff) and the CoG and DSG complete online training 'Safeguarding in Education', which includes a section on FSM and an on line training session on Prevent. Refresher training is completed every 3 years thereafter.

Other staff and Governors complete either the online training 'Safeguarding Level 1' or Safeguarding in Education and complete refresher training every 3 years thereafter.

The DSL will ensure that all staff receive online safety training as part of induction and that ongoing online safety training and update for all staff will be integrated, aligned and considered as part of our overarching safeguarding approach and curriculum planning.

The DSL will ensure that appropriate staff complete online Prevent and FGM training.

Other short term or visiting staff and volunteers are made aware of the key safeguarding staff and internal Safeguarding reporting procedures within the school.

11.2 DSL and DDSL training

Due to the significance of these roles in maintaining effective safeguarding practice and procedures, the DSL and DDSL require additional training, skills and knowledge that spans the range of safeguarding concerns that may need to be addressed.

Over and above annual inset staff safeguarding briefing, the DSL and DDSL where applicable, will also ensure that staff receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meeting etc.) to provide them with the skills and knowledge to safeguard children effectively.

The DSL and DDSL where appropriate, have access to a suite of training courses that is a mix of e-learning, facilitated online training and face-to-face training. This training will be regularly reviewed and enhanced by other ERSCP training on topics relevant to the school's specific needs.

The DSL may nominate staff members to train and take a particular lead in areas of safeguarding practice, such as Domestic Abuse, FGM etc.

The DSL and Headteacher will provide an annual report to the governing body/proprietor detailing safeguarding training undertaken by all staff and will maintain an up-to-date record of who has been trained and in what, ensuring that training is 'refreshed' as required.

The DSL will ensure that there is an up-to-date record of staff training.

12. Online Safety and Filtering and Monitoring

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

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

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

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

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

KCSiE 2024, outlines the need for staff and Governors to receive training covering online safety (including Filtering and Monitoring). The Governing Body will retain strategic oversight of this and ensure that appropriate processes and procedures are established and maintained.

The Governing Body will

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

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

- identify and assign roles and responsibilities to manage filtering and monitoring systems
- review filtering and monitoring provision at least annually
- block harmful and inappropriate content without unreasonably impacting teaching and learning
- have effective monitoring strategies in place that meet their safeguarding needs

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

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

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

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

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

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

13. Reasonable Force

There may be circumstances when it is appropriate for staff to use reasonable force in order to safeguard children from harm. Any physical interventions and/or use of reasonable force will be in line with our agreed policy and procedures, and national guidance. Further information regarding our approach and expectations can be found in our Physical Intervention Policy and is in line with the DfE '*Use of reasonable force in schools*' guidance, along with further information contained in Part 2 of KCSiE 2024.

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 or witnessing the incident 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 children or adults after appropriate de-escalation strategies have been used or in the event of serious situations where this is not possible. The decision to use reasonable force will be based on professional judgement and depend on individual circumstances and dynamic risk assessment.

If required, we plan positive behaviour plans for individual children, agreeing them with parents and training appropriate staff and thereby attempt to reduce the need for reasonable force.

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

Support will be offered to staff involved and incidents will be reviewed by senior staff not involved directly and any aspect that could be improved or avoided in future will inform the planning process

14. Safer Recruitment and Staff Vetting

The school complies fully with Statutory Guidance KCSiE 2024 'Part Three: Safer recruitment' and the ERYC Safer Recruitment (or other HR Provider) supporting guidance, in relation to adverts (including advising applicants that shortlisted candidates will be subject to online checks), application process, shortlisting, related reference seeking and consideration of standardised online checks on candidates at the shortlisting stage, employment history, selection and pre-appointment vetting checks, regulated activity and recording information.

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 (as per KCSiE 2024). This includes a check with the children's barred list and would alert the school to any Secretary of State section 128 direction. All other required pre-employment vetting as outlined in KCSiE will be completed.

The school also ensures that for all other staff (e.g. contractors) who may have regular contact with children, who are not engaging in regulated activity, the appropriate level of DBS checks are either carried out or confirmation of such checks are completed.

An accurate Single Central Record (SCR) is maintained in line with statutory guidance.

The Head and at least one Governor complete the appropriate Safer Recruitment training which is recommended should be updated every 3 years. All appointment panels will have at least one member who has completed this training in the last 3 years.

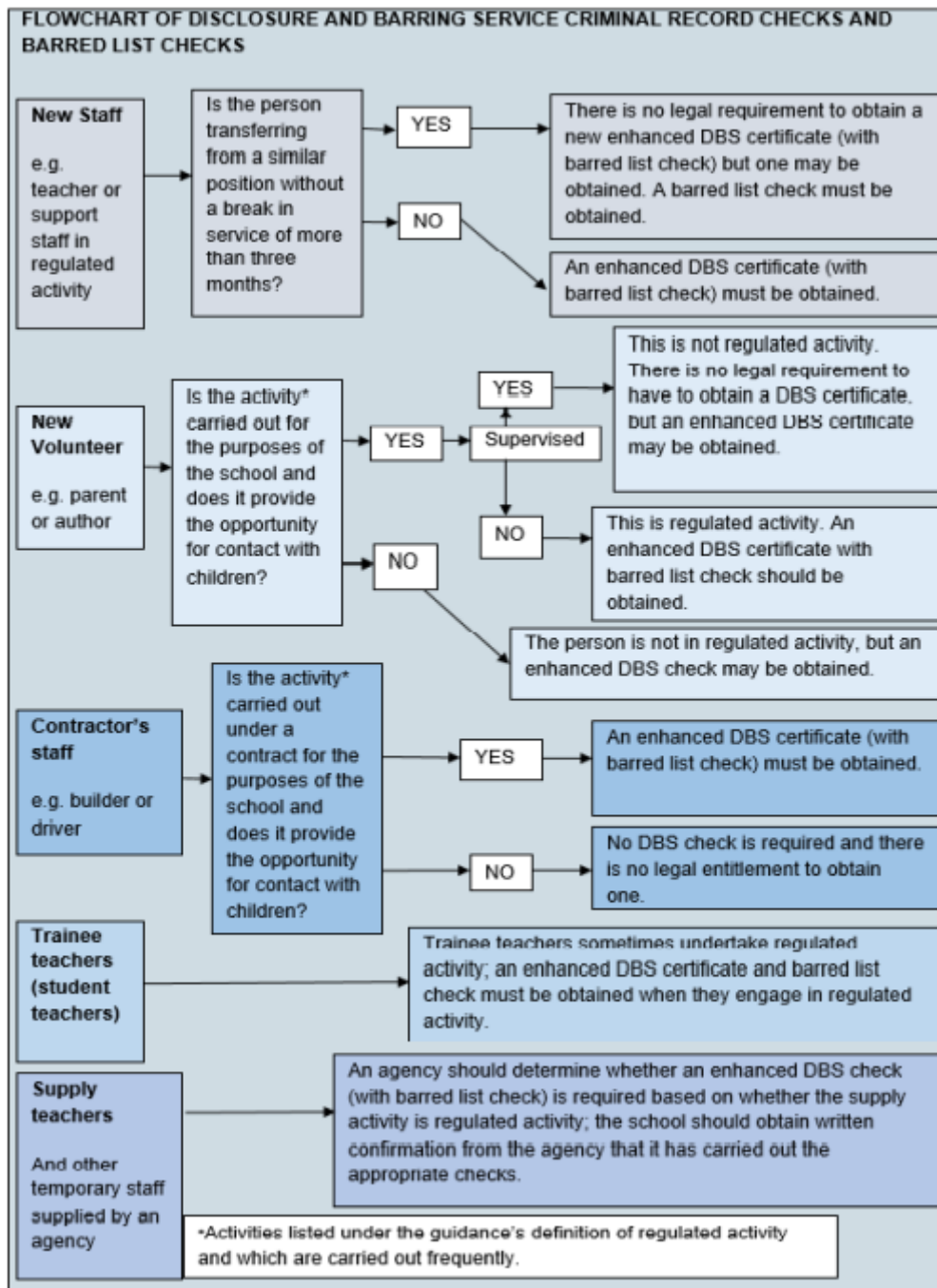
All staff that are covered by the:

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

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

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

See Sections 19 and 20 for further guidance on contractors, visitors etc.



15. Safe and Appropriate working

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 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 child behaves or makes a comment in a way that causes concern in this respect, they should log your concerns immediately with the appropriate senior member of staff and seek advice
- That failure to adhere to the 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 pupils must remain beyond reasonable reproach
- That any sexual 'relationship' consensual or otherwise with pupils up to 18 would constitute a criminal offence. Any such behaviour with pupils 18 or over would be regarded as a serious disciplinary matter.

16. Allegations against staff, including supply teachers, volunteers and contractors and whistle blowing

16.1 Concerns that meet the 'Harm Threshold'

KCSiE, 2024, Paragraph 362, outlines the 'Harm Threshold' –

- behaved in a way that has harmed a child, or may have harmed a child, and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

In terms of the 'Harm Threshold', staff are aware that an allegation may be made in respect of behaviour that: may have harmed a child, involve a crime, is inappropriate behaviour towards a child either in their professional or private life or behaviour in their private life or the community not involving a child, but that may suggest that they could present a risk to children.

All staff have access to:

- a. The School Whistle Blowing policy.
- b. Statutory Guidance – Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors (Part Four KCSiE 2024).
- c. Contact details of the Chair of Governors and LADO.
- d. The school Code of Conduct

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 might 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 CEO, 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 Headteacher (CoG , a senior member of staff) will, on the same day, contact the LADO and follow the statutory guidance Keeping Children Safe in Education 2024 Part 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 child 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.

16.2 Low Level Concerns

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

Examples of such behaviour could include (KCSiE, 2024, Paragraph 433), but are not limited to:

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

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

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

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

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

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

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

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

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

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

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

17 Use of Premises by Other Organisations

Where services or activities are provided separately by another body using the School facilities/premises, the Headteacher and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place regarding safeguarding children and child protection, and that relevant

safeguarding checks have been made in respect of staff and volunteers. If this assurance is not achieved, an application to use premises will be refused.

The school will refer to the guidance on *'Keeping children safe in out-of-school settings' (DfE, April 2022)* to inform the safeguarding arrangements that these providers are expected to have in place and will monitor and oversee arrangements, practice and communication in light of this.

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

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

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

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

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

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

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

The school will follow the appropriate ERYs (or equivalent) planning and Risk assessment procedures for all educational visits and activities.

19. Volunteers

School will undertake a risk assessment informed by professional judgement when deciding whether or not to obtain an enhanced DBS certificate for any volunteer not involved in regulated activity as outlined in part 3 of Keeping Children Safe in Education 2024. This is due to the potential for unplanned and unsupervised activity taking place.

If it is decided that in certain circumstances that a DBS check is not required for specific events or volunteers the volunteers and supervising staff are made fully aware of the expectations and responsibilities involved in such arrangements to ensure that there are no situations where such volunteers are in unsupervised contact with children.

20. Visitors, Supply and Agency Staff and Contractors

The school will ensure that any of the above when working on site will be subject to the appropriate level of DBS check and have the related level supervision, as set out in KCSiE 2024 (Part Three: iii)

Any of the above engaging in Regulated Activity will be subject to an Enhanced DBS check (including children's barred list information). This will be obtained, either directly by the school as required, or will be confirmed as such through checks and written assurance from the supplier organization (which will also confirm that appropriate safeguarding, safer recruitment and DBS / vetting procedures are in place). The school's central administration team maintain an approved visitor list with supporting confirmation documentation from external organisations. A copy of the compliance letter template is contained in Appendix M.

If not engaged in regulated activity the school will ensure that appropriate supervision is in place and consider whether a DBS check is required, in line with the nature of the activity and any contact with children.

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

The Education Alliance has a preferred Supplier List for Agency Staff and only approved preferred suppliers are used. This preferred supplier list is reviewed annually to ensure supply agencies carry out appropriate checks to ensure full compliance with the following: identity, enhanced DBS, all appropriate checks, suitability to work, Modern Slavery Act and training.

If Supply Staff are engaged directly by the school the appropriate checks must be carried out by the school in line with the Education Alliance's Recruitment and Selection Policy and Procedure.

The school will follow KCSiE 2024 statutory Guidance part three in such cases (see flowchart at Pt. 14 of this Policy).

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

21. Site Security Health and Safety and Emergency Procedures

There is a school specific Health and Safety policy in place.

Daily visual site inspections are carried out before school.

Termly Health and Safety inspections are carried out.

Annual Governors Health and Safety and environmental audits and inspections are carried out.

All staff are aware of their responsibilities for procedures for reporting Health and Safety concerns and there is a clear system for staff and pupils to report and log Health and Safety concern.

LA generic Health and Safety Risk Assessments 'On Site Security' and 'Managing Violence and Aggression' are adapted and used as appropriate.

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 in the event of critical incidents.

This includes:

- the need to evacuate in the event of a bomb scare or fire.
- or the need to initiate a complete or partial 'lock down'.

Any individual who is not known or identifiable on site should be challenged for clarification and reassurance. Students are aware of how to identify unauthorised persons and to seek the support of a member of staff as soon as possible.

The school will not accept the behaviour of an individual (parent or other) that threatens the security or leads others (children or adults) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the site.

29. Policy Review

This policy will be reviewed and approved by the Governing Body at least annually, and by exception as required – for example, updated in-line with safeguarding issues as they emerge and any national or local updates etc.

This Policy along with the Staff Reference Guide CP and Safeguarding 2024-25 (as well as other important guidance) will be available to all staff via the school network.

Parents/carers can obtain a copy of the Child Protection & Safeguarding Policy and other related policies on request. Additionally, our policies can be viewed via the school website.

The DSL and Headteacher will ensure regular, termly reporting on safeguarding activity and systems to the Governing Body. The Governing Body will not receive details of individual pupil/student situations or identifying features of families as part of their oversight responsibility.

Review Date: September 2025

APPENDIX A – Categories of Abuse

Driffield School and Sixth Form Child Protection Policy

All staff should be aware that abuse, neglect, exploitation and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women, and children.

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

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults, for example, anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

Physical Abuse: 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.

Signs that MAY INDICATE Physical Abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent, or excessively plausible explanations or a delay in seeking treatment should signal concern.

Emotional Abuse: 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.

Signs that MAY INDICATE Emotional Abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention, and affection

Neglect: 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.

Signs that MAY INDICATE Neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self-esteem

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

Different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts, or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money, or new possessions.
- associate with other children involved in exploitation.
- suffer from changes in emotional well-being.
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help keep them in education.

Child Sexual Exploitation (CSE)

Can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in

Home Office guidance: Child sexual exploitation: guide for practitioners

County lines

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. Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), 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.

A number of the indicators for CCE and CSE 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 (from school or home) and are subsequently found in areas away from their home
- have been the victim, perpetrator, or alleged 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

APPENDIX B – Responding to Concerns

Driffield School and Sixth Form Child Protection Policy

- 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 DSL or others.

The use of ‘TED’ questioning may be appropriate

Tell me what happened

Explain what you mean

Describe how it made you feel

Or other open ended type 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 on a ‘Record of Concern sheet’:
 - What is said
 - What , if any questions you asked and the responses
 - Who is present
 - Anything else that happens after the child discloses
 - Ensure legibility, full dates & clear signature
 - Maintain strict confidentiality

If you see or are shown marks or injuries describe them and record on a body map (Appendix C) and pass the information to the DSL immediately

APPENDIX C

Driffield School and Sixth Form Child Protection Policy

Child Protection Record of Concern

Complete and pass to one of schools CP Coordinators as soon as possible on the same day.

Pupils Name:	Class	Yr:
	DoB:	
Concern identified by:	Date:	Time:
Nature of Concern / details shared / other relevant information. <u>Use Body Map (App C) if appropriate</u>		
Continue on reverse if needed		
Passed to:	Received by:	Date:
Action taken by DSL (or person receiving this form)		
This form to be filed in pupils CP file and noted on CP chronology		

APPENDIX C

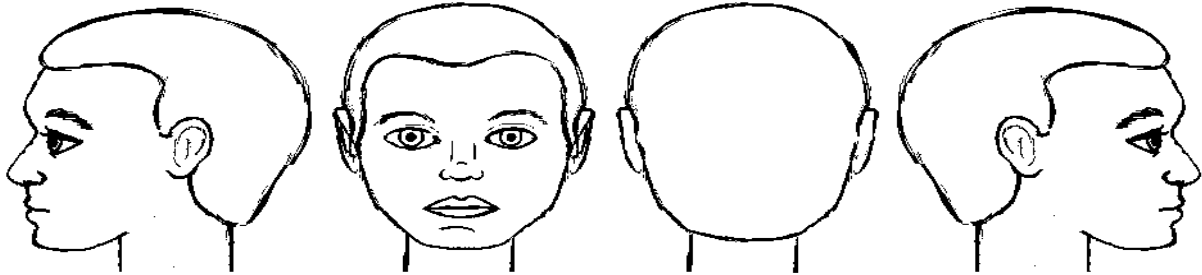
Driffield School and Sixth Form CP Policy

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

Name of Child:

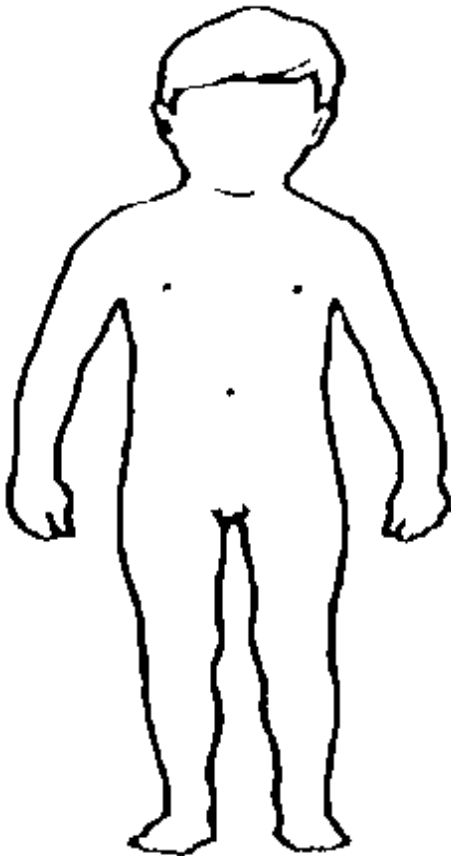
Date

Date of Birth

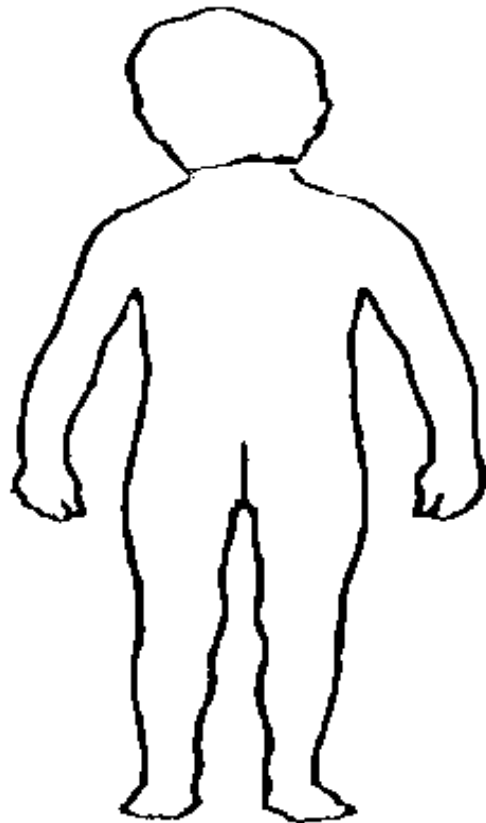


Left Side

Right Side



Front

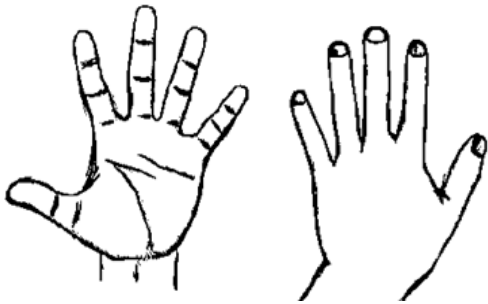


Back

Name of Child:

Date

Date of Birth



Left Hand



Right Hand



Right Foot



Left Foot

Full Description of Injury

APPENDIX D

Driffield School and Sixth Form Child Protection Policy

Example of Advice for Children

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

You should:

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

www.childline.org.uk 0800 1111

www.barnardos.org.uk

www.saferinternet.org.uk

www.thinkuknow.co.uk

www.childline.org.uk

APPENDIX E

Driffield School and Sixth Form Child Protection Policy

Information for parents (suggested wording for use by school if felt necessary)

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

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

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

The ER Safeguarding Children 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 Safeguarding Officer, Miss Weatherill or Designated Safeguarding Lead, Mrs Dalton. Or Mr Tulloch, who is the Governor with responsibility for Child Protection”.

APPENDIX F

Driffield School and Sixth Form School Child Protection Policy

Safeguarding Children; Information for visitors, supply staff and volunteers.

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

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

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

'Record of Concern' forms are available from ACE reception. Complete this form and return to ACE reception.

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 pupil tells you something.

If a pupil 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.

APPENDIX G

Driffield School and Sixth Form

PREVENT SAFEGUARDING REFERRAL FORM

Once completed please send this form to the following email addresses:

prevent@eastriding.gov.uk

prevent@humberside.pnn.police.uk

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

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

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

Please Note:

This form is designed to be a start-point for referral sharing across all public sectors.

Please check whether you already have a form or process in place.

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

1. Your Details

the person passing on the concern

NAME:

AGENCY/TEAM:

ROLE/JOB TITLE

EMAIL:

PHONE NUMBER:

DATE:

2. Details of individual BELIEVED TO BE AT RISK

Complete where able and appropriate

FULL NAME:

D.O.B.

GENDER:

ETHNICITY

NATIONALITY:

FIRST LANGUAGE:

RELIGION:

OCCUPATION, OR NAME:
OF EDUCATIONAL ESTABLISHMENT

SOCIAL MEDIA NAME:

CONTACT DETAILS

NAME OF NEXT OF KIN:

NEXT OF KIN CONTACT:

3. PLEASE DESCRIBE YOUR RELATIONSHIP TO THE INDIVIDUAL

4. PLEASE SUMMARISE YOUR CONCERN(S)

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

6. DOES THE INDIVIDUAL KNOW YOU ARE SHARING THIS CONCERN?

Please tick where applicable

YES NO

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

Please tick where applicable

Less than a week 1-2 weeks 2-4 weeks Over 1 month 3 months or more

8. PLEASE SELECT REASON(S) WHY YOU ARE SHARING THIS CONCERN

Please tick where applicable ✓

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

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

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

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

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

Recommendation of a CP review.

9. PLEASE SELECT CONCERNING BEHAVIOURS YOU HAVE NOTICED

Please tick where applicable ✓

ABUSE	USE OF INFLAMMATORY LANGUAGE online	FIXATED ON A TOPIC	SELF HARM	CONFRONTATIONAL	
CLOSED TO CHALLENGE	ABSENTEEISM	CHANGE IN APPEARANCE	LEGITIMISING USE OF VIOLENCE	DRUG USE	APPEARANCE/ USE OF SYMBOLISM
DESIRE TO TRAVEL TO CONFLICT	ALCOHOL USE	EXPRESSION OF EXTREMIST VIEWS	QUICK TO ANGER	HONOUR BASED VIOLENCE	SEEKING TO RECRUIT TO IDEOLOGY
BECOMING SOCIALY ISOLATED	ANTI SOCIAL BEHAVIOUR	INTERNET USE	THEM AND US LANGUAGE		

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

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

Please tick where applicable ✓

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

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

11. DETAILS OF PERSON YOU ARE SHARING YOUR CONCERN WITH

NAME:

ROLE/JOB TITLE

EMAIL:

PHONE NUMBER:

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

Once completed please send this form to following email addresses:

prevent@eastriding.gov.uk

prevent@humberside.pnn.police.uk

Appendix H – OFSTED DEFINITION OF SAFEGUARDING

Driffield School and Sixth Form Child Protection Policy Ofsted Definition of Safeguarding Inspecting safeguarding in early years, education and skills

Safeguarding children and young people's welfare is defined in 'Working together to safeguard children' as:

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring that children grow 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. The Care Act 2014 provides a legal framework for how local authorities and other parts of the health and care system should protect adults at risk of abuse or neglect. 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 the following risks, which include abuse perpetrated by other children as well as by adults:

- 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
- sexual harassment, online sexual abuse and sexual violence between children and learners.
- Online abuse can include sending abusive, harassing and misogynistic messages; sharing nude and semi-nude images and videos; and coercing others to make and share sexual imagery
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- child criminal exploitation, including county lines
- (<https://www.gov.uk/government/publications/criminal-exploitation-of-children-andvulnerable-adults-county-lines/criminal-exploitation-of-children-and-vulnerable-adultscounty-lines#what-is-county-lines-exploitation>)
- risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example youth produced sexual imagery
- teenage relationship abuse
- upskirting (taking a picture of someone's genitals or buttocks under their clothing without them knowing, either for sexual gratification or in order to humiliate or distress the individual. It is a criminal offence)

- substance misuse
- gang activity and serious violence, particularly affecting young males who have been excluded, have experienced trauma and have been involved in offending
- domestic abuse
- female genital mutilation
- forced marriage
- fabricated or induced illness
- homelessness
- so-called honour-based violence
- other issues not listed here but that pose a risk to children, learners 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 (SEND)
- 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

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

Driffield School and Sixth Form Child Protection Policy

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

- drunk.
- under the influence of other drugs whether prescription or not.
- behaving in an irrational, aggressive or concerning way.

Which suggests they are not able to offer safe care to the child or not fit to drive, the school should take appropriate steps to avoid releasing the children to the carer.

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

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

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

APPENDIX J – Support Organisations

NSPCC ‘Report Abuse in Education’ Helpline

- [0800 136 663](tel:0800136663) or help@nspcc.org.uk

National Organisations

- NSPCC: www.nspcc.org.uk
- Barnardo’s: www.barnardos.org.uk
- Action for Children: www.actionforchildren.org.uk
- Children’s Society: www.childrensociety.org.uk
- Centre of Expertise on Child Sexual Abuse: www.csacentre.org.uk

Support for Staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- Harmful Sexual Behaviour Support Service: <https://swgfl.org.uk/harmful-sexual-behaviour-support-service>

Support for pupils/students

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org
- Victim Support: www.victimsupport.org.uk

Support for Adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org
- Advice now: www.advicenow.org.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- Council for Disabled Children: <https://councilfordisabledchildren.org.uk>

Contextual Safeguarding Network

- <https://contextualsafeguarding.org.uk/>

Substance Misuse

- Talk to Frank: www.talktofrank.com

Domestic Abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadvice.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phonenumber: <https://respectphonenumber.org.uk>

Criminal and Sexual Exploitation

- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org
- County Lines Toolkit for Professionals:

www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit

Honour Based Abuse

- Karma Nirvana: <https://karmanirvana.org.uk>
- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information:
www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
- The right to choose - government guidance on forced marriage:
www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage

Child on Child abuse, including bullying, sexual violence and harassment

- Rape Crisis: <https://rapecrisis.org.uk>
- Brook: www.brook.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now! www.stopitnow.org.uk

- Parents Protect: www.parentsprotect.co.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Diana Award: www.antibullyingpro.com/
- Bullying UK: www.bullying.co.uk
- Kidscape: www.kidscape.org.uk

Online Safety

- NCA-CEOP: www.ceop.police.uk and www.thinkuknow.co.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/onlinesafety
- Get Safe Online: www.getsafeonline.org
- Parents Protect: www.parentsprotect.co.uk
- Cyber Choices: <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>
- National Cyber Security Centre (NCSC): www.ncsc.gov.uk

Mental Health

- Mind: www.mind.org.uk
- Moodspark: <https://moodspark.org.uk>
- Young Minds: www.youngminds.org.uk
- We are with you: www.wearewithyou.org.uk/services/kent-for-young-people/
- Anna Freud: www.annafreud.org/schools-and-colleges/

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Children with Family Members in Prison

- National information Centre on Children of Offenders (NICCO): <https://www.nicco.org.uk/>

Appendix K

Driffield School and Sixth Form Child Protection Policy



Request for Service

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

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

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

CONSULTATION OFFER

If you are considering a request for additional needs you are welcome to contact an Early Help practitioner on 01482 391700 to discuss prior to making the request.

If you are requesting intensive, targeted or specialist support please consider contacting the Safeguarding Hub for a consultation with a Social Worker before completing.

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

Section B – Consent to make a request for service		
<p><i>Consent should always be sought from an adult with parental responsibility for the child / young person (Or from the child themselves if they are competent) before passing information about them to either Children’s Safeguarding or Early Help community Hub. If a practitioner believes a child is at risk of significant harm, they have a duty to inform- this does not require consent, but it is good practice to inform an adult with parental responsibility that the request for service is being made, UNLESS doing so would place the child at risk of significant harm or may lead to the loss of evidence</i></p>		
Have you obtained consent to make the request for service?	<input type="checkbox"/> No	<input type="checkbox"/> Yes Date obtained:
<i>If yes, what is the parent / carer and child’s view of the request for service</i>		
<i>If no, explain the immediate risk of significant harm that has prevented you from obtaining consent:</i>		

Section C – Why are you making this request today?

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

Has the child suffered or likely to suffer significant harm? Yes/No

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

Is this child at risk of exploitation Yes/No

Section D: The Child's Details

Surname:		First name(s):	
D.O.B or expected date of delivery:		Gender:	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Unborn <input type="checkbox"/> Trans-gender <input type="checkbox"/> Prefers not to say
School / early years setting		GP surgery and NHS number:	

Name of person with parental responsibility				
Child's home address:		Postcode:		
		Telephone:		
Current address (if different from above):		Postcode:		
		Telephone:		
Child's ethnicity:				
White <input type="checkbox"/> White British <input type="checkbox"/> White Irish <input type="checkbox"/> White any other background	Black or Black British <input type="checkbox"/> Caribbean <input type="checkbox"/> African <input type="checkbox"/> Any other black background	Mixed <input type="checkbox"/> White and black Caribbean <input type="checkbox"/> White and black African <input type="checkbox"/> Any other mixed background	Asian or Asian British <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Any other Asian background	Other Ethnic Groups <input type="checkbox"/> Chinese <input type="checkbox"/> Any other ethnic Group <input type="checkbox"/> NOT KNOWN

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

	<input type="checkbox"/> Specific learning difficulty <input type="checkbox"/> Speech, language and communication <input type="checkbox"/> Visual impairment		
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Section E – Residing Household Details

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

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

Section F – Non-Residing Family Details

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

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

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

On a scale of 0 – 10, **how safe is the child right now?**

(0 = so worried the child is certain to get harmed or harmed again. 10 = not worried, the child is safe)

Scaling:

Please describe the reason for your scaling

How does the current situation impact on the child?

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

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

Has the child suffered any harm and how do you know

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

Section H – What is working?

What is going well for this child and family?

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

What resources / services are currently in place?

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

Section I – What needs to Change?

What would the family like to change?

What change do you think needs to happen?

Section J – Services Already Working with the Family

Role	Full Name	Telephone	Email Address	Address and Postcode

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

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

Early Help Locality Hubs

Bridlington: ehp.bridlington@eastriding.gov.uk

Beverley: ehp.beverley@eastriding.gov.uk

Goole: ehp.goole@eastriding.gov.uk

Anlaby: ehp.haltemprice@eastriding.gov.uk

Hedon: ehp.holderness@eastriding.gov.uk

Driffield: ehp.wolds@eastriding.gov.uk

(Send request form to the Hub nearest to where the child lives)

Safeguarding Children Hub

safeguardingchildrenshub@eastriding.gov.uk