



APPLETON
Primary School

Safeguarding/Child Protection Policy.

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Child Protection Policy and Procedure

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1. Preface

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

Statement of Intent

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

The governors, teaching and non-teaching staff at Appleton Primary School has a responsibility to protect and safeguard the welfare of children and young children they come into contact with. The need for guidelines and procedures is important to ensure that this is done with understanding and clarity.

The governors, teaching and non-teaching staff at Appleton Primary School will aim to protect and safeguard children and young people by:

1. Ensuring that all staff teaching, non-teaching and volunteers are carefully selected, trained and supervised. All will be DBS checked and these will be up dated when necessary by the office staff. That staff and non-teaching staff will receive regular training to up date them on new procedures from outside agencies and in house training.
2. Volunteers will be DBS checked and will not be left on their own with children as a member of staff -teaching/non-teaching will be present at all times.
3. Having a Child Protection Policy which will be reviewed yearly by the Child Protection Co-ordinator to keep it in line with national and local policy.
4. Ensuring that all staff and volunteers are familiar with the Child Protection Policy and Procedure by regular up date training sessions, the Child Protection Co-ordinator discusses procedures with new members of staff and volunteers.
5. Ensuring that the local Safeguarding Children Board child Protection Training is attended by teaching, non-teaching and volunteers and that any one unable to attend is up date by the Child Protection Co-ordinator. All staff (teaching and teaching assistants) receive Safeguarding Level 1 training every 2 years; the Child Protection Co-ordinator receives further safeguarding training every 2 years and other relevant courses. Governors have received training from the child protection co-ordinator on introduction to safeguarding (2015) the information received on these courses will be given to teaching and non-teaching staff at a staff meeting and a record of who has attended will be kept.
6. Ensuring that the governors, teaching and non-teaching staff at Appleton Primary School have a designated Child Protection Co-ordinator and that all staff and volunteers are aware of the named person and process of reporting concerns to them.

Named person- Claire Spicer.

Named governor- Mr Tony Garner

7. Assessing the risk that children and young people may encounter and taking steps to minimise and manage this
8. Letting parents, carers, children and young people know how to report concerns about a child, young person, staff member or volunteer or complain about anything that

they are not happy about. Parents and carers are able to see the child protection policy, if requested. The procedure is:

For Parent and carers to see the class teacher if it is about a child or head if the complaint is against the teacher concerned.

Non-teaching staff to their assigned teacher or the Child Protection Co-ordinator if it is about a child young person, if it is about a member of staff they go to the Head.

Dinner staff report to their Senior Supervisor or Child Protection Co-ordinator if about a child or Head if it is about a member of staff.

Teaching staff report to the Child Protection Co-ordinator or the Head. If it is an allegation against the Head staff should report to the Child Protection Co-ordinator or the Chairman of Governors.

9. Giving children, young people, parents and carers information about what the governors, teaching and non-teaching staff at Appleton Primary's does and what you can expect will depend on the individual cases but all report will be treat with confidentiality and concern.

3.National and Local Guidance

This Child Protection Policy and Procedure should be read in conjunction with the Local Safeguarding Children Partnership (LSCP) Guideline and Procedures. Copy available on the staff shared area. In accordance with the Children Act 2004 it is a statutory responsibility for key agencies coming into contact with children and young people, to make arrangements to ensure that in discharging their functions, they have regard to the need to safeguard and promote the welfare of children (section 11, Children Act 2004). Where private or voluntary organisations come in to contact with or offer service to children they should as a matter of good practice take account of this guidance and follow it as far as possible.

The following national guidance should also be referred to

- The Children Act (1989)
- The Children Act (2004)
- Working Together To Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote The Welfare Of Children (HM Government 2018)
- Keeping Children Safe in Education (DfE 2019)
- Human Rights Act 1998
- Sexual violence and sexual harassment between children in schools and colleges (DfE: 2018)
- Criminal Justice & Court Services Act 2000
- The Protection of Children Act 1999
- The Sexual offences Act 2003
- What To Do If You're Worried A Child Is Being Abused. Advice for practitioners (DfE 2015)

Appleton's following policies can be found in the Heads Office/School Office

- Health & Safety Policy, Risk Assessment
- Recruitment & Selection of Staff/Volunteers
- Complaints & Disciplinary policy
- Code of Conduct
- Diversity & Equality Policy
- Staff Induction/Development/Supervision Policy
- Confidentiality & Information Sharing
- Anti Bullying policy
- E-Safety policy
- Whistle Blowing policy

4. Safeguarding & Promoting Welfare & Child Protection

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

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

4.2 Child Protection

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

Early Help

At Appleton Primary School we aim to identify where early interventions are needed to support families in need by closely monitoring children and highlighting any emerging problems. Information is shared with other professionals to support early identification and assessment. A TAF (Team around the family) meeting may be called, with necessary consent from the family. This will enable the following actions to begin.

- Share information;
- Identify actions to address needs and build on strengths;
- Ensure services are co-ordinated and do not overlap - so that effective action is properly planned, delivered and reviewed;
- Review progress towards achieving the desired outcomes (goals);
- Agree to consult with and/or refer to other services, and invite those services to the next TAF where appropriate;

4.3 Children in Need

Children who are defined as 'in need' under section 17 of the Children Act 1998. are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health or development will be significantly impaired, without the provision of services. This includes those children with disability.

4.4 Significant Harm

Some children are in need because they are suffering or likely to suffer significant harm.

The concept of significant harm is the threshold that justifies compulsory intervention in family life in the best interests of the child, and gives the Local Authority a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm,

5. Who Abuses Children?

Children may be abused in a family or in an institution or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

6. What is Abuse and Neglect?

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

• PHYSICAL ABUSE:

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

• EMOTIONAL ABUSE:

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effect on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

• SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetration (e.g. rape, buggery or oral sex) or non-penetrative acts.

They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

• NEGLECT

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

carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

This is not an exhaustive list and it must be recognised that it is not the role of staff /volunteers to make an assessment of whether children or young people have suffered harm. Staff/volunteers/ child protection co-ordinator do have a duty to report any concerns about harm in accordance with the Local Safeguarding Children Board, Guidelines & Procedures.

7. Recognition of harm

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

1. Information given by a child, his/her friends, a family member or close associate.

2. The child's behaviour may become different from the usual, be significantly different from the behaviour of their peers, be bizarre or unusual or may involve 'acting out' a harmful situation in play.

3. an injury which arouses suspicion because; • It does not make sense when compared with the explanation given.

- The explanations differ depending on who is giving them(e.g. differing explanations from the parent/carer and child)
- The child appears anxious and evasive when asked about the injury.

4. Suspicion being raised when a number of factors occur over time, for example, the child fails to progress and thrive in contrast to his/her peers.

5. Contact with individuals who pose a 'risk to children', replaced the term 'Schedule One Offender' and relates to an individual that has been identified as presenting a risk or potential risk of harm to children. This can be someone who has been convicted of an offence listed in Schedule One of the Children and Young Person's Act 1933 (Sexual Offences Act 2003), or some one who has been identified as continuing to present a risk to children.

6. **Substance misuse**-the potential for a child to be harmed as a result of the excessive use of alcohol, illegal and controlled drugs, solvents or related substances may occur during a young person's life. The use of drugs or other substances by parents or carers does not in itself indicate child neglect or abuse, and there is no assumption that a child living in such circumstances will automatically be considered under the child protection procedures. It is important to assess how parental substance use impacts upon the child or young people in the family.

7. **Mental Health**-Mental illness in apparent or carer does not necessarily have an adverse affect on the child or young person but it is important to assess its implications for any child involved in the family. The adverse affects of parental mental illness on the child are less likely when parental problems are mild, last for a short period of time, are not associated with family disharmony, and where there in another

parent or family member who can respond to the child's needs and offer protection. Where mental illness is accompanied by problem alcohol use, domestic violence or associated with poverty and social isolation, children are particularly vulnerable.

8. Domestic Abuse - Children and young people can suffer directly and indirectly if they live in a household where there is domestic Abuse. It is likely to have a damaging effect on the health and development of children. The amendment made in section 120 of the Adoption and Children Act 2002 to the Children Act 1989 clarifies the meaning of harm to include, for example, impairment suffered from seeing or hearing the ill-treatment of another, this can include children witnessing violence in the home, domestic abuse has an impact in a number of ways:

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

Operation Encompass

Operation Encompass is a Police and Education early intervention safeguarding partnership, which supports children and young people exposed to domestic abuse. Working together to safeguard children, the Police will inform the academy's 'Key Adults' about any domestic abuse incident, where the child or young person has been present or exposed to domestic abuse. Information shared enables the school to provide appropriate support through overt or silent intervention, dependent upon the needs and wishes of the child.

9. Bullying- this can be defined as deliberately hurtful behaviour usually repeated over period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the main types are

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet, such as email & internet chat room misuse Mobile threats by text messaging & calls Misuse of associated technology, i.e. camera & video facilities

The damage inflicted by bullying can be underestimated. It can cause considerable distress, to the extent that it can effect health and development and at the extreme significant harm. See Appleton Anti-bullying policy for more details

8. Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. In addition, it is illegal for someone to arrange for a child to have this procedure. Therefore, if concerns are raised about the possibility of this taking place Children's Social Care and/or the Police will be notified. **Refer to the Home Office guidance - Mandatory Reporting of Female Genital Mutilation - procedural information, October 2015.**

9. Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. The presence of any significant indicator for sexual exploitation should trigger a referral to Children's Social Care EHaSH.

Significant indicators:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- Entering and/or leaving a vehicle driven by an unknown adult
- Possessing unexplained amounts of money, expensive clothes, or other items
- Frequenting areas known for risky activities
- Being groomed or abused via the internet and mobile technology and,
- Having unexplained contact with hotels, taxi companies, and fast food outlets

Refer to HSCB guidance for practitioners

10. Radicalisation and Extremist behaviour

At Appleton Primary we assist our children to become more resilient to the messages of violent extremists through creating an environment where all young people learn to understand others, value and appreciate diversity and develop skills to be able to debate. Through the balanced curriculum we offer we will help young people learn and explore the values of different faiths in cultures. However, should any concerns of radicalised or extremist behaviours be brought to the school's attention, it will be dealt

with in accordance with the school's safeguarding procedures, and advice will be sort from either Access and Assessment Team or Humberside Police.

11. Honour Based Abuse

Honour Based Abuse is a crime or incident which may have been committed to protect or defend the honour of the family or community.

It is often linked to family members or acquaintances who mistakenly believe someone has brought shame on their family or community by doing something that is not in keeping with the traditional beliefs or culture

At Appleton Primary we take HBA crime very seriously and deal with cases sensitively and confidentially. To this end we work collaboratively with external agencies to keep children and young people safe from harm.

12. Peer on peer abuse - Allegations against other pupils which are safeguarding issues

Appleton believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Though our broad and balanced curriculum, we will educate pupils about keeping themselves safe, and how to build respectful relationships. However, occasionally, allegations may be made against pupils by others, which are of a safeguarding nature. Although research shows that girls are more likely to be victims of peer on peer abuse, staff should remain open minded and acknowledge that this form of abuse can affect any pupil within our academy.

Peer on peers abuse usually manifests as one, or a combination of the following:

- **Bullying**
If a child is suffering or at risk of significant harm, a bullying incident should be addressed as a child protection concern. Bullying can take different forms, including physical, verbal, cyber, racist, religious, cultural and homophobic bullying.
- **Domestic Abuse**
Teenage relationships abuse involves controlling, coercive, threatening behaviour and violence. It can be psychological, physical, sexual, financial and/or emotional in nature.
- **Child Sexual Exploitation (CSE)**
Defined as an individual or group taking advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity.
- **Harmful sexual behaviour**
Involves a child engaging in discussions or acts that are inappropriate for their age or stage of development, whether online or offline. It includes sexualised language or role play, viewing pornography, sexual harassment and sexual violence. It also includes 'sexting', plus 'up- skirting', which became a criminal offence following changes to the Voyeurism Act 2019. Please note that this offence does not solely relate to females, as males can also be victims of this form of harmful behaviour.

- **Sexual Harassment**
This is unwanted conduct of a sexual nature, which can include sexual comments, sexual "jokes" or taunting, physical behaviour or online sexual harassment.
- **Sexual Violence**
This includes rape, assault by penetration or sexual assault, as defined by the Sexual Offences Act 2003.

Reports of peer on peer abuse are likely to be complex and require difficult professional judgements to be made. However, if a pupil has been harmed, is in immediate danger, or is at risk of significant harm, basic safeguarding principle, as outlined in this policy, should be applied.

Procedures for managing allegations of sexual harassment

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviour and provide an environment that may lead to sexual violence. These behaviours should never be tolerated, passed off as 'banter' or part of growing up.

- When a report of sexual harassment is made, a factual record should be made. It is important to take into account the wishes and feeling of the alleged victim.
- The Designated Safeguarding Lead should be made aware, and along with Senior Leaders, a decision made on most appropriate course of action, as per the academy's Anti-Bullying or Behaviour policy.
- Parents of all the children concerned will be contacted and informed of the nature of the incident.
- Pastoral support will be offered to all affected parties.
- Where cases are proven, appropriate sanctions, as outlined in the behaviour policy, will be applied.
- Decisions, reasons for decision, actions and outcomes should be accurately recorded and retained on CPOMS.

Procedures for managing allegations of sexual violence

- When an allegation is made, the Designated Safeguarding Lead should be informed immediately.
- A factual record must be made, but no attempts should be taken to investigate the circumstances, at this stage.
- If required, the Designated Safeguarding Lead will contact EHASH, or in cases where an alleged criminal offence has been committed, Humberside Police. Advice will be sought on how to proceed and academy will follow the recommended actions. Advice should also be taken on notifying the alleged perpetrator and parents of both parties.
- The Designated Safeguarding Lead will make an accurate record of the concern, the discussions, recommendations and any outcomes. A copy of the record will be retained on CPOMS.
- Pastoral support will be offered to all affected parties.
- It may be appropriate to exclude the pupil being complained about for a period of time, according to our behaviour policy.

- Where EHASH nor the police accept the complaint, a thorough internal investigation should take place into the matter.
- In situations where the school/academy/college considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative supervision plan. This plan should be monitored and a date set for a follow-up evaluation.

13. SEND

We are an inclusive school and recognise that SEND children have exactly the same human rights to be safe from abuse and harm as non-SEND children.

We actively try to remove any barriers to learning and participation that may disadvantage children. We acknowledge that children with SEND are especially vulnerable to all types of abuse and are statically more likely to be targeted due to difficulties they may face in communicating what is happening to them. These can include:

- assumption that indicators of possible abuse such as behaviour, mood, and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviour such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Therefore, we make certian that SEND children are responded to carefully when they have, or show signs of concern, plus ensure they receive additional pastoral support. We feel it is particularly important that all staff and volunteers are fully informed and adequately trained in order to protect vulnerable groups.

14. Missing from education

Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At Appleton School we will encourage the full attendance of all our pupils.

Our school has clear procedures for managing unauthorised absences, which helps identify any possible emerging patterns of abuse or neglect, including all forms of exploitation.

Where we have concerns that a child is missing from education we will follow the local authority protocols and refer to the Education Welfare Service, CME Officer who will make reasonable efforts to identify the child's whereabouts.

The child will not be removed from our school roll until notified by the CME officer that it is appropriate to do so.

(Ref: Attendance policy and Local Authority CME protocols)

15. Child Criminal Exploitation - County Lines

The term County Lines describes gangs and organised criminal networks involved in exporting illegal drugs into other areas of the country, often small towns, using dedicated mobile phone lines or another form of 'deal line' which can be a person. They are likely to exploit children to move and store the drugs and money and will often use coercion, intimidation, violence (including sexual violence) and weapons.

At Appleton Primary we will treat any child who is criminally exploited as a victim first and refer to Children's Social Care immediately.

16. Managing Disclosures of Abuse

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

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

17. The Role of the Child Protection Co-ordinator

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

The child Protection Co-ordinator is responsible for;

- Monitoring and recording concerns about the well being of a child or young person.
- Making referrals to the Local Authority Children's Services
- Liaising with other agencies
- Arranging training for staff/volunteers

The child Protection Co-ordinator, after receiving a referral, will act on behalf of the governors, teaching and non-teaching staff at Appleton Primary in referring concerns or allegations of harm to the Local Authority Children's Social Care or the Police Protecting Vulnerable People Unit

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

The child Protection Co-ordinator may share limited information on a need to know basis amongst the staff /management but respecting the need for confidentiality. It is not the role of the Child Protection Co-ordinator to undertake an investigation into the concerns or allegations of harm. It is the role of the Child Protection Co-ordinator to collate and clarify details of the concern or allegation and to provide this

information to the Local Authority EHASH Team or Locality Team if Children's Social Care is already involved, whose duty it is to make enquires in accordance with section 47 of the Children's Act 1989.

18. Seeking Consent for a Referral

Professionals should seek in general to discuss any concerns with the family (including the child where appropriate) and where possible seek their agreement to making referrals to the Local Authority EHASH Team. This should only be done where such discussion and agreement seeking will not place the child at an increasing risk of significant harm.

So in general where concerns about a child relate to Section 17 children 'in need' (children Act 1989) consent should be sought from the parents, carer or children where appropriate prior to a referral being made to the Local Authority Child Care Team.

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

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

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

19. Reporting Concerns or Allegations of Abuse

Teaching staff and non-teaching staff report to the Child Protection Co-ordinator or the Head through CPOMs. Dinner staff report to the pupils class teacher or Child Protection Co-ordinator who will report the concern with them on to CPOMs

If in the event of neither of these individuals not being available the matter should be reported to management or directly to the appropriate Local Authority Child Care Team-see contact list.

20. Making a Referral

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

Hull-To Children's Social Care - EHASH Team or Police Protecting Vulnerable People Unit.

Out of Hours -To the Relevant Emergency Duty Team

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

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

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

21. Allegations against staff members/volunteers

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

The Headteacher will report the matter to the Local Authority Designated Officer (LADO).

In the case that the concern or allegation relates to the Headteacher, the Child protection coordinator or a member of the school leadership team the Chair of Governors should be contacted. The Chair of Governors will report the matter to the (LADO).

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

An allegation is defined as where:

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

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

Responding to a complaint or an allegation

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

- Treat the matter seriously,
- Avoid asking leading questions and keep an open mind,
- Communicate with the child (if the complainant) in a way that is appropriate to the child's age, understanding and preferred language or communication style,

- Make a written record of the information (where possible in the words a child used), including
 - When the alleged incident took place (time and date)
 - Who was present (witnesses)
 - What was said to have happened,
- Sign and date the written record,
- Report the matter immediately to the Local Authority Designated Officer directly.

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

Appleton Primary adheres to the Department for Education, *Keeping Children Safe in Education, 2019*.

It is a criminal offence under the Education Act 2011 to name a teacher who has had an allegation made against them before they are charged by the Police. This includes all stakeholders and parents, and any form of disclosure i.e. social networking sites, speaking with the press, playground or staffroom 'gossip' etc.

22. Seeking Medical Attention

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

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

23. Staff & Volunteer Self Protection

See Appleton Primary School Policy for self protection

24. Code of Practice

The governors, teaching and non-teaching staff at Appleton primary School;

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

The Head Mrs M Langton has successfully completed the NCSL Safer Recruitment e-learning module and assessment. The Business Manager Rob Kennington has also attended the course in the past 2 years.

25. Disclosure and Barring Service

A person who is barred from working with children they will be breaking the law if they work or volunteer, or try to work or volunteer with those groups. If Appleton Primary knowingly employs someone who is barred to work with children they will also be breaking the law. If there is an incident where a member of staff or volunteer has to be dismissed because they have harmed a child, or would have been if they had not left, Appleton Primary will notify the DBS.

26. Childcare Disqualification Requirements 2009

Appleton Primary School adheres DfE guidance 'Keeping Children Safe' document, detailing the legal requirements for 'Childcare Disqualification' checks to be carried out on relevant staff and volunteers working with children. Appleton Primary will not continue to employ an individual who is disqualified, in connection with early or later years childcare provision, nor will a disqualified individual provide or be directly concerned in the management of such provision unless they have received a waiver from Ofsted which covers the role that they wish to undertake. However, this does not imply that individuals are prevented from working in a school in any other setting.

27. Induction

When new staff join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of the school's safeguarding policy, Part 1 of DfE Keeping Children safe in Education and told the name Child Protection Coordinator.

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

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

28. Training

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

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

briefing sessions will be held on a regular basis to ensure all staff/volunteers are up skilled on different aspects of abuse and/or harm.

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

29. Whistle Blowing

Staff or volunteers must report to a senior member of staff any behaviour or practice by a colleague which gives cause for concern in relation to safeguarding the well-being of pupils. However, if staff do not feel comfortable using internal reporting systems this should not prevent a report being made. If this issue does occur then staff are advised to contact the NSPCC Whistle Blowing helpline tel: 0800 028 0285 or email: help@nspcc.org.uk

30. Contacts

Hull

Children's Social Care (Local Authority)

EHaSH Team (01482) 448879

Immediate Help Team (01482) 788080

West Locality Team (01482) 225771

West Community Support Team (CST) (01482) 318052

East Locality Team (including CST) (01482) 701936

North Locality Team (including CST) (01482) 825107

Local Authority Designated Officer (01482) 790933

Police Public Protection Unit 101

Hull Safeguarding Children Partnership (01482) 379090

www.hullsafeguardingchildren.org

East Riding of Yorkshire

Children's Social Care (Local Authority)

The Golden number (01482) 395500

Children's Services (01482) 396840

Emergency Duty Team (01482) 880826

East Riding Safeguarding Children Board (01482)396998/9

Local Authority Designated Officer (01482) 396999

Police Public Protection Team 101

Sept 19

Updated by C Spicer CPO