

Safeguarding in Education

Child Protection and Safeguarding Reference Guide for Staff

Molescroft Primary School

Updated August 2022

ADVICE AND SAFEGUARDING CONTACT LIST

Role / Agency	Name and role	Contact details
School Designated Safeguarding Lead	Matthew Britton	Mbritton@molescroftprimary.net
Deputy DSL	Julie Hakner	Jhakner@molescroftprimary.net
Designated Safeguarding Governor	Ade Adamson	Adeadamson@gmail.com
Chair of Governors	Ade Adamson	Adeadamson@gmail.com
Looked After Children Designated Teacher	Matthew Britton	Mbritton@molescroftprimary.net
E Safety Coordinator	Matthew Britton	Mbritton@molescroftprimary.net
Safeguarding and Partnership Hub	<p>CP initial referral Support and Advice: Intensive and Specialist Safeguarding support</p> <ol style="list-style-type: none"> 1. Urgent C P concerns 2. Consultation with Social Worker 	<p>Mon to Thu 8:30am – 5:00pm Fri 8:30am – 4:30pm</p> <p>(01482) 395500</p> <p>Request for service forms to: safeguardingchildrenshub@eastriding.gov.uk</p>
Out of Hours		(01482) 393939
Local ER Children Safeguarding Team	Beverley Children's Safeguarding Team,	Address: Beverley Children, Young People & Family Centre, Coltman Avenue, Beverley, HU17 9LP, Tel: (01482) 880066
Local ER Children Safeguarding Team Manager	Jen Watson, Cara Petch Lindsay Sewell	jennifer.watson@eastriding.gov.uk Cara.A.Petch@eastriding.gov.uk lindsay.sewell@eastriding.gov.uk

Safeguarding in Education Team	General strategic and operational School Safeguarding and CP Advice	safeguardingineducation@eastriding.gov.uk <ul style="list-style-type: none"> - Chris Hamling (Team Manager) - Tara Baker (Education Safeguarding Officer) - Tahnee Burgess (Education Safeguarding Officer) - Millie Critchley (Education Safeguarding Support Assistant)
ERYC LADO	Referral of possible allegations against staff and volunteers.	LADO@eastriding.gov.uk siobhan.bath@eastriding.gov.uk Jayne.Hammill@eastriding.gov.uk (01482) 396999
School critical incident, bomb threats Etc and 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/

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1. The Legal Framework and Guidance

1.1 Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make the necessary arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.

1.2 Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to co-operate with the local authority to improve the well-being of children in the local authority area.

1.3 Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a school or further education institution to supply information in order to perform its functions. This must be complied with.

1.4 This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

- Working Together to Safeguard Children (2018) – last updated 01.07.22
- Effective support for children, young people, and families in the East Riding of Yorkshire (August 2020)
- Guidance for Safer Working Practice for Those working with Children and Young people in Education Settings (February, 2022) – Safer Recruitment Consortium
- Keeping Children Safe in Education (DfE 2022)
- Use of reasonable force in schools(DfE July 2013)
- Searching, screening & confiscation (DfE July, 2022).
- School Staff & Volunteer Code of Conduct (ERSCP September 2022)
- Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Govt July 2018)
- Guide to General Data Protection Regulation (ICO 2018)
- School Whistle Blowing (Child Protection / Safeguarding) Guidance (ERSCP Sept 2022).
- Ofsted School monitoring handbook for September 2022 - GOV.UK
- Ofsted School inspection handbook for September 2022 - GOV.UK
- Statutory guidance, Revised Prevent duty guidance: for England and Wales, GOV. UK, Updated 1st April 2021
- Guidance for further education providers on work-based learners and the Prevent statutory duty - GOV.UK, Updated 12th May, 2021
- The Prevent Duty -advice for schools and childcare providers (DfE 2015).
- 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).
- School attendance: Guidance for maintained schools, academies, independent schools and local authorities (DfE, May 2022)

- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England (DfE, July, 2022)
- Behaviour in Schools: Guidance, advice for headteachers and school staff (DfE, July 2022)
- LA Education Visit Guidance and Procedures or equivalent.
- The designated teacher for looked-after and previously Looked After Children (DfE, Feb 2018)
- Disqualification under the Childcare Act 2006 Statutory guidance for Local Authorities, maintained schools, academies, and free schools (DfE, Aug 2018)

Other Safeguarding Related School Policies

KCSiE, 2022 outlines the explicit requirement for a whole school or college approach to safeguarding. The school/college has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other policies or the equivalent according to the setting, for example:

- Behaviour Policy
- Anti-Bullying Policy
- Attendance Policy
- Safe Handling / Restraint Policy
- Searching, Screening and Confiscation Policy
- Complaints Policy
- Special Educational Needs Policy
- Educational Visits Policy
- Health and Safety Policy
- RSHE / RSE Policy
- Online Safety Policy
- Whistle Blowing Guidance
- Staff Code of Conduct Guidance
- Safer Recruitment
- Site Security Policy

The above list is not exclusive and when undertaking policy development, the school/college will consider Safeguarding and Child Protection matters and associated implications, within each appropriate policy or guidance

2. Introduction

2.1 It is essential that everybody working in a school or college understands their safeguarding responsibilities. Everyone who comes into contact with children and families has a role to play ensuring children and young people are safe from abuse, neglect, exploitation and harm. Our school is committed to safeguarding children and aims to create a culture of vigilance. All staff should make sure that any decisions made are in the best interests of the child. The definition of safeguarding is below;

KCSiE 2022 (Paragraph 4) defines safeguarding and promoting the welfare of children as:

- Protecting children from maltreatment.
- 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 Our pupils'/students' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of pupils/students and work together with agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or where significant harm is suggested.

2.3 Our school is a community and all those directly connected, staff members, governors, parents, families and pupils, have an essential role to play in making it safe and secure for all.

2.4 This procedure document provides the basis for good practice within the school for Safeguarding work. It should be read in conjunction with the East Riding Safeguarding Partnership safeguarding Policies and Procedures plus the Strategic School Child Protection & Safeguarding Policy. These are in keeping with relevant national procedures and reflect what the partnership considers to be safe and professional practice in this context.

3. Our Ethos

3.1 We believe that this school should provide a caring, positive, safe and stimulating environment that promotes the social, physical, spiritual and moral development of the individual child; enabling all children to thrive.

3.2 We recognise the importance of providing an environment within our school that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to. We recognise that both mental and physical health are relevant to safeguarding and the welfare of children.

3.3 We recognise that all adults within the school, including permanent, supply staff, temporary staff, volunteers, parents and governors, have a full and active part to play in protecting our pupils from harm.

3.4 We will work pro-actively with parents to build a solid understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

4. Scope

4.1 In line with the law, this policy defines a child as anyone under the age of 18 years but in the case of SEND it is up to 25 years of age.

4.2 This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

4.3 This policy applies to all learners in this school.

5. COVID-19 / Roles and Responsibilities

5.1 Keeping Children Safe in Education (KCSIE 2022) remained in force throughout the response to coronavirus (COVID-19). [Guidance on COVID response is updated in keeping children safe in education continues to support the response to a pandemic if needed](#).

5.2 The school's Designated Safeguarding Lead (DSL) with overall designated responsibility for safeguarding is Matthew Britton. We have a deputy designated safeguarding lead (s), Julie Hakner to ensure there is always appropriate cover for this role.

The Designated Safeguarding Lead will be on our school's/college's leadership team and their role of Designated Safeguarding Lead (and the deputy) will be explicit in their job description. This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and Safeguarding matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. The Designated Safeguarding Lead (and any Deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns ([KCSIE, 2022 para 103](#)).

5.3 The school has a **nominated governor Ade Adamson** responsible for safeguarding to champion good practice, to liaise with the head teacher and to provide information and reports to the governing body.

5.4 The **case manager for dealing with allegations** of abuse made against school staff members is the Head Teacher. The case manager for dealing with allegations against the head teacher is the chair of governors Ade Adamson

5.5 The **Head Teacher** or Proprietor will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities. All staff and other adults are clear about procedures where they are concerned about the safety of a child, including if children go missing from education.

5.6 The **governing body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice

5.7 **All staff members, governors, volunteers and external providers** know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child. They are aware that behaviours and physical signs linked to behaviours that put children in danger/risk of significant harm. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. Safeguarding issues can manifest themselves via **child-on-child** abuse. This may include, but not limited to: bullying (including cyber bullying), gender based violence/sexual harassment, sexual violence and assaults, harmful sexual behaviour, consensual and non-consensual sharing of nude and semi-nude images and videos. Staff should recognise that children are capable of abusing **other children**.

5.8 Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing. DfE guidance situates sexual violence, sexual harassment and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. Advice about tackling and reporting sexual harassment in schools and colleges from Sept 2021 is here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf).

It should be recognised that these issues are likely to occur, and so schools should have procedures in place to deal with them. Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, Transgender+ (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND. **We recognise that these children can be targeted by other children, so it is vital your school provide a safe space for these children to speak out and share their concerns with members of staff.** Pupils are protected from 'upskirting',

bullying (+ cyber), homophobic, biphobic and transphobic behaviour, racism, sexism, and all other forms of discrimination.

Staff have familiarity with the [Equality Act 2010 and the Public Sector Equality Duty \(PSED\)](#), the [Human Rights Act 1998 and recent reforms to the Act and how they apply to safeguarding](#)

Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the above incidents.

The appropriate safeguarding lead person should be familiar with the full guidance from the UK Council for Internet Safety (UKCIS), [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

It is important that schools record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it. For more guidance go to:

[Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](#)
– from September 2021

The guidance covers: what sexual violence and harassment is, schools' and colleges' legal responsibilities, a whole school or college approach to safeguarding and child protection and how to respond to reports of sexual violence and sexual harassment.

Children may not feel ready to, or know how to tell someone they are being abused, exploited or neglected, but this shouldn't stop staff from having a 'professional curiosity' and speaking to the DSL. Professional curiosity is where a person explores and understands what is happening within a family rather than making assumptions or taking a single source of information and accepting it at face value. It means:

- testing out your professional assumptions about different types of families.
- triangulating information from different sources to gain a better understanding of family functioning which, in turn, helps to make predictions about what is likely to happen in the future.
- seeing past the obvious.

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with your setting's child protection policies. Victims of harm should be supported by the school's pastoral system, [and their wishes and feelings considered and that the law on child-on-child abuse is there to protect them, not criminalise them.](#)

5.9 There is an [Online Safety policy](#) regarding the use of mobile phones, cameras and other digital recording devices e.g., iPads. For online safety, there is within the policy support about children accessing the internet whilst they're at school using data on their phones (3G or 4G networks). [The policy reinforces the importance of online safety, including making parents aware of what your school ask children to do online \(e.g., sites they need to visit or who they'll be interacting with online\)](#)

Governing bodies and proprietors are doing all that they reasonably can to limit children's exposure to the risks from the school's or college's IT system and ensure the school or college has appropriate filters and monitoring systems in place and regularly review their effectiveness.

The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

The policy for remote learning demonstrates an understanding of how to follow safeguarding procedures when planning remote education strategies and [teaching remotely](#). [The school maintains the capability to provide remote education when it is not possible for some or all of their pupils to attend in person.](#) (All IT policies are located on the website.

[Remote education good practice - GOV.UK \(www.gov.uk\)](#)

[Safeguarding and remote education during coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](#)

[Review your remote education provision - GOV.UK \(www.gov.uk\)](#)

6. Supporting Children

6.1 We recognise that children who are abused or witness violence (Domestic Abuse) are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. [We also recognise children who witness domestic abuse are victims, that witnessing domestic abuse can have a lasting impact on children, and that children can be victims in their own relationships too.](#) <https://www.gov.uk/guidance/domestic-abuse-how-to-get-help> They may feel helpless, humiliated and some sense of blame. Our school may be the only stable, secure and predictable element in their lives. We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

6.2 The school is involved in the Humberside Police/East Riding 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.

6.3 Our school will support all pupils by:

- Ensuring the content of the curriculum includes social and emotional aspects of learning; Through RHSE and other curriculum contexts, pupils are encouraged to talk about feelings and deal assertively with pressures, are listened to, and know to whom they can turn to for help and advice;
- Providing pupils with a range of appropriate adults to approach if they are in difficulties; and ensuring that pupils are taught about safeguarding so that they 'recognise when they are at risk and how to get help when they need it'.

- Supporting the child's development in ways that will foster security, confidence and independence and encourage the development of self-esteem and self-assertiveness while not condoning aggression or bullying; (The anti-bullying policy is located on the website).
- Ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly; plus Relationship and Sexual Health Education (RSHE) requirements.
- Liaising and working together with other support services and those agencies involved in safeguarding children; including domestic abuse
<https://www.gov.uk/government/consultations/domestic-abuse-act-statutory-guidance>
- Ensuring that the curriculum will help children stay safe, recognise when they do not feel safe and identify who they might or can talk to and will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including, sexual harassment, child-on-child abuse, consensual and non-consensual sharing of nude and semi-nude images and videos and the displaying of 'Harmful Sexualised Behaviour';
<https://www.csacentre.org.uk/resources/key-messages/harmful-sexual-behaviour/>
- The school will consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- Having a behaviour policy that is aimed at supporting vulnerable pupils in the school. The school will ensure that each pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred; (The behaviour policy is located on the website)
The behaviour policy outlines measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying
- Clear procedures are in place for addressing and minimising the risk of **child-on-child** abuse, including **harmful sexual behaviours**, sexual violence and sexual harassment - these procedures are easily understood and easily accessible. **Children who have experienced sexual violence can display a wide range of responses, so the school will remain alert to the possible challenges of detecting those signs and show sensitivity to their needs.**
- Playing a crucial role in preventative education and preparing pupils for life in modern Britain. There is a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. This will be underpinned by the school's behaviour policy, pastoral support system and a planned programme of RSHE delivered regularly, tackling issues such as: boundaries; consent; body confidence; stereotyping; and sexual harassment.
- Acknowledging the importance of 'contextual safeguarding', which considers wider environmental factors in a pupil's life that may be a threat to their safety and/or welfare ([Working together to safeguard children July 2018](#) and [KCSIE September 2022](#)).
- Liaising with a range of Early Help agencies that support the pupil such as Health Services, East Riding Yorkshire Council Social Care, Child and Adolescent Mental Health Services, Education Welfare

Services, Special Educational Support Services, Youth Services and the Educational Psychology Service. <https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

- The Local Authority Safeguarding and Early Help referral and support structures – ‘Effective support for children, young people and families in the East Riding of Yorkshire. Guidance for all practitioners in working together to support families and safeguard children’.
- Ensuring that, when a pupil who is the subject of a Child Protection (CP) Plan leaves, their information is transferred to the new school within two weeks and that the child's Social Worker is informed that the child has moved;
 - After 20 days absence if a child has moved and the new school is unknown the school will post details on the ‘Pupil to Pupil’ register;
- Alert the authority if it is aware of any child being looked after under a Private Fostering arrangement. On admission to school, and at other times, the school will be vigilant in identifying any private fostering arrangement.
- Acknowledging that a child who is looked after (LAC) or has been previously looked after by the Local Authority potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep LAC and previously looked after children safe. It is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group;
- Applying disciplinary measures such as restraint or isolation in response to incidents involving children with special educational needs and disabilities (SEND), by considering the risks carefully, given the additional vulnerability of the group.
- Recognising that to safeguard a pupil, it may be necessary to use restraint and yet restraint is likely to impact on the well-being of the child. By planning positive and proactive behaviour support, schools and colleges can reduce the occurrence of risky behaviour and the need to use restraint. Guidance is available here:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

7. Safeguarding Procedure

7.1 We have developed a structured procedure in line with East Riding Safeguarding Children Partnership which will be followed by all members of the school community in cases of suspected abuse.

7.2 In line with the procedures, the Safeguarding and Partnership Hub (SaPH) will be contacted as soon as there is a significant concern on 01482-395500, or if unsure of threshold telephone SaPH for a consultation.

7.3 The name of the Designated Safeguarding Lead will be clearly advertised in the school and on the website, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

7.4 We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on our website and by referring to them in our introductory school materials.

8. Dealing with a disclosure made by a child – advice for all members of staff

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

8.1 If a child discloses that he or she has been abused in some way, the member of staff or volunteer should consider ways too:

Receive - Listen actively, open body language, accept, non-judgmental. Use TED (tell, explain, describe)

Reassure - 'You've done the right thing by coming to me', reassure child that you have listened and hear what they are saying; don't promise what can't be delivered

Respond - Tell what you are going to do and do it. Ensure child is ok before leaving

Report - As soon as possible, to the Designated Senior Lead (DSL) in school

Record - Vital – facts, no opinions – When? Where? Who? What?

Review – Take responsibility to follow up any referral with a DSL

In addition:

- Inform the Designated Safeguarding Lead without delay and follow safeguarding process.
- Complete the Safeguarding incident/welfare concern form and pass it to the DSL.

Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

Further information about what to do if you are worried that a child is being abused is available here in advice for practitioners:

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

8.2 All concerns, discussions and decisions made and the reasons for those decisions must be recorded in writing (signed and dated). Signs of Safety model (SOS) to be used to capture the child's voice and their daily lived experience (Three Houses).

8.3 We will continue to support any pupil/student leaving the school about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, is forwarded under confidential cover to the pupil's/student's new school as a matter of priority.

8.4 Schools should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home in order to reduce the risk of not making contact with family members where welfare and/or safeguarding concerns are identified ([Keeping Children Safe in Education 2022](#)).

9. Discussing concerns with the family and the child – advice for the Designated Safeguarding Lead (DSL) and Deputy DSL

9.1 In general, you should always discuss any concerns the school may have with the child's parents. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.

9.2 If you make a decision not to discuss your concerns with the child's parents or carers, this must be recorded in the child's Safeguarding file with a full explanation for your decision and the reason for this decision.

9.3 It is important to record and consider the child's wishes and feelings, as part of planning what action to take in relation to concerns about their welfare. Capturing the lived experience of the child is paramount to ensure that actions remain child-centred model to capture the child's lived experience and their own words when possible.

9.4 When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a SEND child may need support in communicating.

9.5 How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from the Safeguarding and Partnership Hub or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised. Further advice can also be obtained from the Safeguarding in Education Team.

- 9.6 If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.
- 9.7 It is expected that you discuss your concerns with the parents and seek their agreement to making a referral to Safeguarding and Partnership Hub, unless you consider that this would place the child at increased risk of significant harm.
- 9.8 You do not need the parents' consent to make a referral if you consider the child to be in need of protection, although parents will ultimately be made aware of which organisation made the referral. If parents refuse to give consent to a referral but you decide to continue, you need to make this clear to the Safeguarding and Partnership Hub.
- 9.9 If you decide to refer the child without the parents' consent, make sure to record this with a full explanation of your decision.
- 9.10 When you make your referral, you should agree with the Safeguarding what the child and parents will be told, by whom and when. The school as a relevant agency, should be part of discussions with statutory safeguarding partners to agree to the levels for the different types of assessment as part of local arrangements.

10. Safer workforce and managing allegations against staff and volunteers

- 10.1 We will prevent people who pose risks to children from working in our school by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks in line with [*Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2022*](#). In addition to obtaining the DBS certificate described, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

A check of any prohibition can be carried out using the Teacher Services' system that may be found here: <https://teacherservices.education.gov.uk/> (January 2018)

Prohibition orders are described in the National College for Teaching and Leadership's (NCTL) publication 'Teacher misconduct: the prohibition of teachers'. It can be found here:

<https://www.gov.uk/government/publications/teacher-misconduct-the-prohibition-of-teachers--3>

- 10.2 We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our school. The single central record must cover the following people: all staff, including teacher trainees on salaried routes, agency and third-party and supply staff who work at the school. **The Single Central Record is located** on the school server.

10.3 Every job description and person specification, and job advertisement will have a clear statement about the safeguarding responsibilities of the post holder. The school website will echo this within our 'work for us' section. [The school will consider carrying out an online search on shortlisted candidates to help identify any issues that are publicly available online.](#)

10.4 We will ensure that at least one member of every interview panel has completed safer recruitment training within the last 5 years.

10.5 We have a procedure in place to manage allegations against members of staff, supply staff and volunteers (and to respond to low level concerns) in line with ERYC procedures. We will communicate with Local Authority Designated Officer (LADO), through consultations and referrals when needed.

10.6 Supply teachers – we will consider all allegations against an individual not directly employed by, where disciplinary procedures do not fully apply, (for example, supply teachers provided by an employment agency) and ensure allegations are dealt with properly and communication with supply agency and Local Authority Designated Officer (LADO) is continued throughout the investigation.

10.7 There is an agreed Staff Code of Conduct policy which is compliant with 'Safer Recruitment', and includes - acceptable use of technologies, staff/pupil relationships, low level concerns and communications including the use of social media. The staff Code of Conduct policy and Low level Policy is located on the website.

10.8 For agency and third-party supply staff, schools and colleges must also include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, and the date that confirmation was received and whether any enhanced DBS certificate check has been provided in respect of the member of staff.

Further Guidance can be accessed:

<https://c-cluster-110.uploads.documents.cimpress.io/v1/uploads/13ecce28-e8f2-49e9-83c6-c29337cd8071~110/original?tenant=vbu-digital>

11. Staff induction, training and development

- 11.1 All new members of staff, including newly-qualified teachers and teaching assistants, will be given induction that includes basic safeguarding training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the safeguarding policy, staff code of conduct, Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, Part One, and other related policies. [All governors and trustees should receive appropriate safeguarding and child protection \(including online\) training at induction.](#) There are mechanisms in place, such as safeguarding updates, to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education. Staff should also read, [Working Together to Safeguard Children](#) (July 2018).
- 11.2 The induction will be proportionate to staff members' [and governors'](#) roles and responsibilities.
- 11.3 All Designated Safeguarding Leads (DSL) will undergo updated DSL safeguarding training every two years. DSL should undertake Prevent awareness training and disseminate the training to all staff annually.
- 11.4 All staff members of the school will undergo face to face training (whole-school training) which is regularly updated and at least every three years. All governors must undergo governor specific awareness training to equip governors with the knowledge to provide strategic challenge, so they're assured safeguarding policies/procedures are effective and deliver a robust whole-school approach to safeguarding. This training should be regularly updated. All staff will have access to ERSCP multi-agency safeguarding training and e-learning.
- 11.5 Staff members who miss the whole-school training will be required to undertake other relevant training to make up for it, e.g., by joining another school's whole-school training, booking onto whole-school training mop-up sessions.
- 11.6 The nominated governor for safeguarding will undergo training prior to or soon after appointment to the role; this training will be updated every three years. [All governors will receive appropriate safeguarding training annually.](#)
- 11.7 We will ensure that staff members provided by other agencies and third parties, e.g., supply teachers and contractors, have received appropriate safeguarding training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.
- 11.8 The Designated Safeguarding Lead will provide briefings to the school on any changes to safeguarding legislation and procedures and relevant learning from Safeguarding Practice Reviews (CSPR's) in line with Working Together 2018. These will occur annually or more frequently when necessary.

11.9 The school will maintain accurate and up to date records of staff induction and training.

12. Confidentiality, consent and information sharing

12.1 We recognise that all matters relating to Safeguarding are confidential.

12.2 The head teacher or the Designated Safeguarding Lead will disclose any information about a pupil/student to other members of staff on a need-to-know basis only.

12.3 All staff members must be aware that they cannot promise a child to keep key information a secret or to themselves which might compromise the child's safety or well-being.

12.4 All staff members have a professional responsibility to share information with other agencies in order to safeguard children.

12.5 All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.

12.6 We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.

12.7 Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children ([KCSIE 2022](#)).

13. Inter-agency working

13.1 We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Social Care. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

13.2 We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.

13.3 We will participate in Child Safeguarding Practice Reviews, other reviews and file audits as and when required to do so by the East Riding Safeguarding Partnership/Safeguarding in Education Team. We will ensure that we have a clear process for gathering the evidence required for reviews and audits and embed recommendations into practice and compile required actions within agreed timescales.

14. Contractors, service and activity providers and work placement providers

14.1 We will ensure that contractors and providers are aware of our school's safeguarding policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.

14.2 We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding checks in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, 2022*. If assurance is not obtained, permission to work with our children or use our school premises may be refused.

14.3 When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

15. Whistleblowing and complaints

15.1 We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so. The school / College Whistle Blowing policy is located on the website.

Whistleblowing: guidance and code of practice for employers is located: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/415175/bis-15-200-whistleblowing-guidance-for-employers-and-code-of-practice.pdf (March 2015).

15.2 We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of Safeguarding, which does include the attitude or actions of colleagues. If necessary, they will speak with the Head Teacher, the chair of the governing body or with the Local Authority Designated Officer (LADO).

15.3 We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice. [We also acknowledge that Low-level concerns can arise in several ways from various sources, e.g., suspicion, complaint or a disclosure. Procedures in place for confidentially sharing and handling of low-level concerns.](#)

15.4 We will actively seek the views of children, parents and carers and staff members on our Safeguarding arrangements through surveys, questionnaires and other means.

16. Site security

16.1 All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.

16.2 We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance. The visitor policy is located on the website.

16.3 The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

17. Quality Assurance

17.1 We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures.

17.2 We will complete an audit of the school's safeguarding arrangements at frequencies specified by the East Riding Safeguarding Partnership and using the audit tool provided by them for this purpose.

17.3 The school's senior management and the governing body will ensure that action is taken to remedy any deficiencies and weaknesses identified in child protection arrangements without delay.

18. Policy Review

18.1 This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.

18.2 The Designated Safeguarding Lead will ensure that staff members, including volunteers and sessional workers are made aware of any amendments to policies and procedures.

18.3 Additional updates to the safeguarding policy and appendix will take place when needed.

Updated Policy Date:	
Scheduled review by September 2023	

APPENDIX 1 – Child Protection Record of Concern or Disclosure

ONLY TO BE USED IF CPOMS IS UNAVAILABLE

Complete and hand to Matthew Britton or Julie Hakner in urgent cases immediately or less urgent on the same day.

Pupils Name:	Class	Yr:		
	DoB:			
Concern identified by:	Date:		Time:	
Nature of Concern / details of disclosure / other relevant information.				
Use Body Map if appropriate				
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				

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

Name of Child:

Date of Birth

Date of completion:

Full Description of Injury

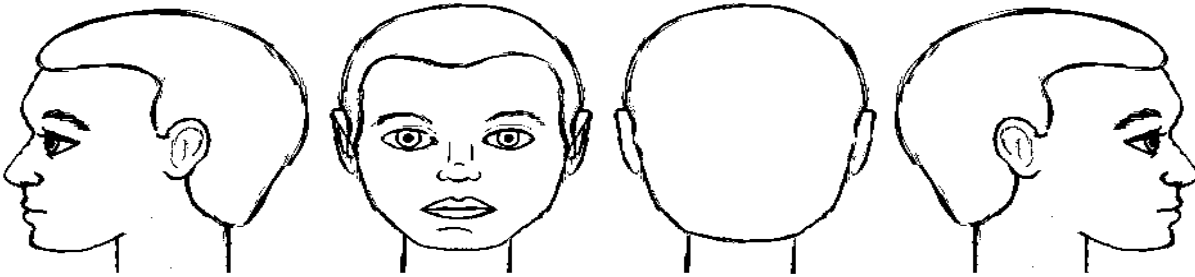
Signed:

Position:

APPENDIX 2 – Body Map

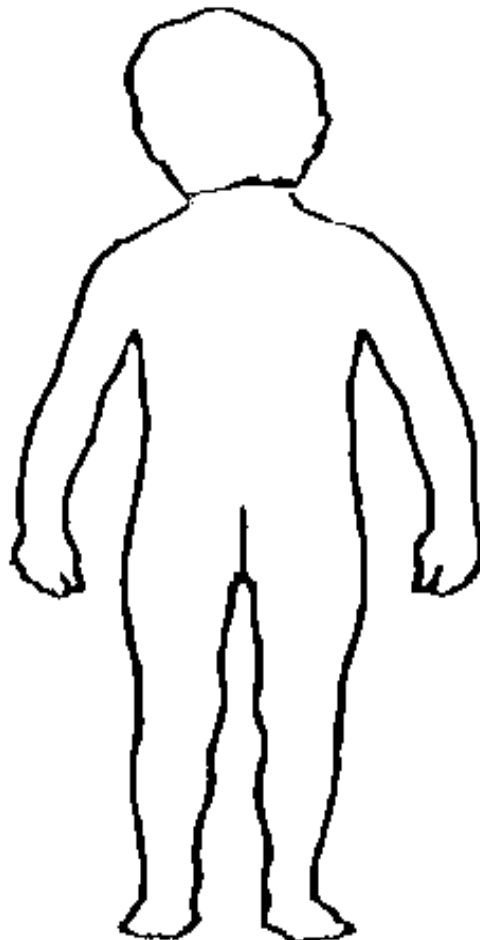
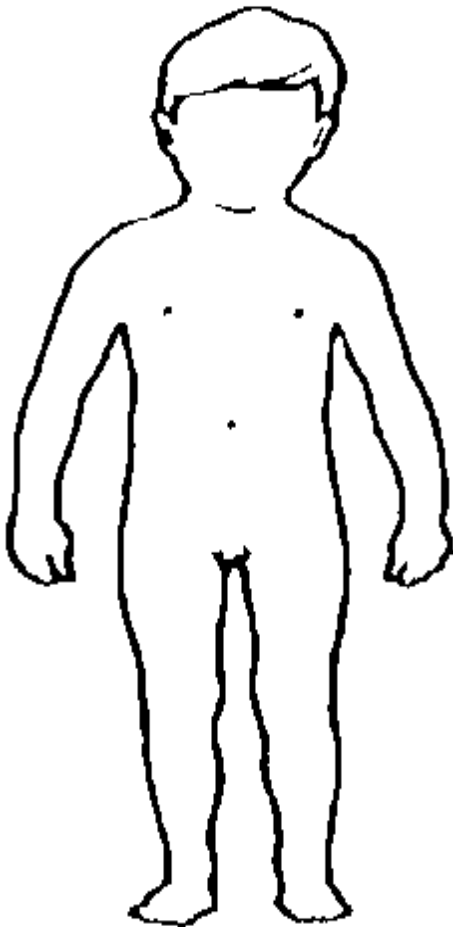
BODY MAP

SCHOOL:			
DATE:			CHILD INITIALS:

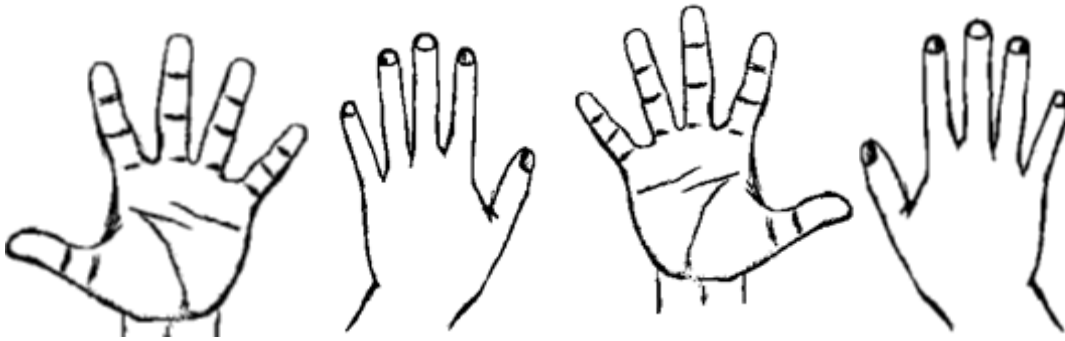


Left Side

Right Side



BODY MAP CONTINUED.



Left Hand

Right Hand

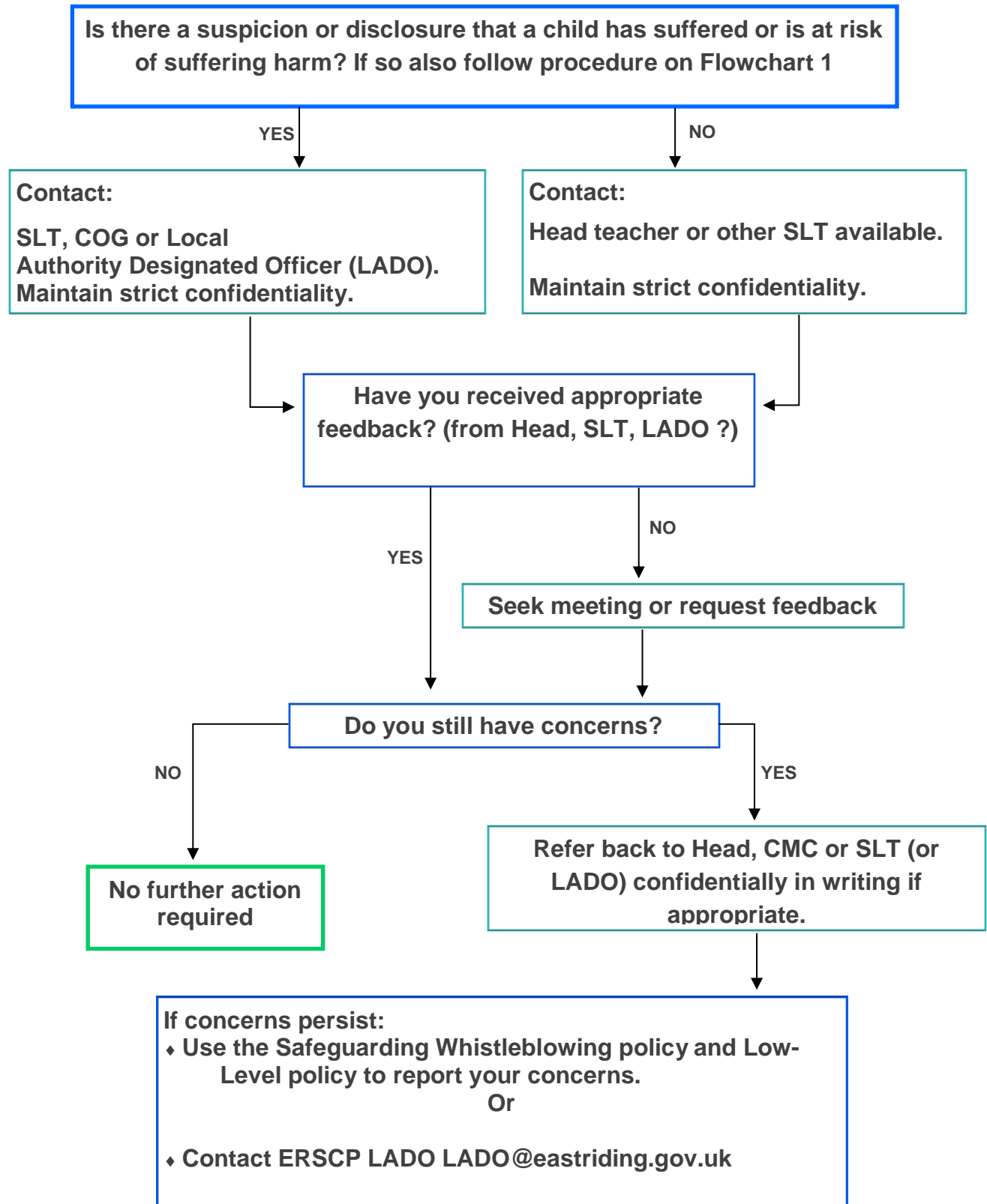


Left Foot

Right Foot

APPENDIX 3 – Allegation Flowchart

Allegation Flowchart
When you have a concern, disclosure or allegation about inappropriate or abusive behaviour towards children by a member of staff or volunteer.
What you must do:



APPENDIX 4 – CP Flow Chart

