



Alderman Cogan's

CHURCH OF ENGLAND
PRIMARY ACADEMY

Child Protection & Safeguarding Policy

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This Policy is written in accordance with the Guidelines and Procedures of the Hull Safeguarding Children's Partnership.

Written by: Mrs D Barnard

Policy to be read in conjunction with:

Anti-bullying Policy

Attendance Policy

Positive Behaviour Policy

Staff Induction Policy

E safety Policy

Looked After Children Policy

Physical Intervention Policy

Safer Recruitment Policy

Code of Conduct

Supporting Children with Medical Needs Policy

Whistle Blowing Policy

Alderman Cogan's CE Primary Academy Safeguarding Team

- **Head teacher – Mrs R Malster**
- **Chair of Governors – Mrs J Sutherland**
- **Designated Governor for Safeguarding – Mr N Broughton**
- **Designated Lead for Safeguarding – Mrs D Barnard**
- **Deputy Designated Safeguarding Lead – Mrs D Ketley**
- **Ebor Academy Trust Safeguarding Lead – Ms R McGuinn**

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1. Preface

Effective safeguarding arrangements in every local area should be underpinned by two key principles:

- Safeguarding is everyone's responsibility: for services to be effective each professional and organisation should play their full part.
- Safeguarding must have a child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.

2. Mission Statement

As part of the Ebor Academy Trust, Alderman Cogan's CE Primary Academy endeavours to work in close partnership with parents and the wider community to nurture and support all of our children to enable them to become healthy, independent, successful and caring citizens within our multicultural and ever changing world.

We aim to provide a place of safety where firm but caring boundaries guide and support our children. All children have a right to be safe and this is more likely to happen if the children themselves recognise this right.

We teach respect, self-belief and strive to build self-esteem and resilience to encourage our children to have high aspirations and brighter futures through lifelong learning.

Aims:

- To create a safe and secure environment for children
- To respond quickly to suspicions of abuse by following the appropriate procedures
- To help children to acquire the skills and knowledge to enable them to protect themselves
-

Ethos:

We are all ‘wonderfully made’ by God and loved by Him just as we are.

3. Statement of Intent:

Alderman Cogan CE Primary Academy recognises that protecting and safeguarding children and young people is a shared responsibility which depends on effective joint working between agencies and professionals who have different roles and areas of expertise. Co-ordinated help from health, education, children’s social care services and other agencies may be needed to support our most vulnerable children and those who are at greatest risk of social exclusion.

We all have a responsibility to protect and safeguard the children and young people we come into contact with. The need to follow clear guidelines and procedures is essential to ensure that this is done consistently and effectively, with understanding and clarity.

Alderman Cogan’s CE Primary Academy aim to do this by;

- Ensuring that all staff and volunteers are carefully selected, trained and supervised as per national guidance in ‘Keeping Children Safe in Education 2019’.
- Implementation of an effective Child Protection and Safeguarding Policy which is reviewed and updated, at least annually, in line with national and local policy developments.
- Ensuring that all staff/volunteers are familiar with the Child Protection and Safeguarding Policy as part of the school’s induction process. Staff and volunteers will be expected to read and sign that they have understood the policy and will be directed to the Designated Safeguarding Lead if they have any queries.
- Ensuring that all staff and volunteers are aware of who the named Designated Safeguarding Lead and Deputy Designated Safeguarding Lead are and where to find them, and have been given a copy of the staff or visitors handbook during induction.

- Ensuring that staff and volunteers attend child protection/safeguarding training appropriate to meet Local Safeguarding Children Board (LSCB) standards. All staff at Alderman Cogan's CE Primary Academy will undertake Level 1 Safeguarding training, which will be delivered by the schools Designated Safeguarding Lead or LSCB. This will be refreshed every three years, or sooner if new legislation requires it.
- Ensuring that the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead attend relevant training to keep their safeguarding knowledge up to date. New information and legislation will be disseminated to staff via staff meetings and briefings, e-bulletins and Senior Leadership Meetings (SLT).
- Assessing the risk that children and young people may encounter and ensuring that staff and volunteers adhere to the Child Protection and Safeguarding Policy and Code of Conduct to minimise and manage this effectively.
- Ensuring that the Child Protection and Safeguarding Policy is disseminated to parents via the school website, with a hard copy available on request. Parents will be kept informed of any changes, concerns or new legislation via newsletter and Parent Hub.
- Ensuring that parents, carers, children and young people know how and who to report any concerns they may have, about a child or young person, staff member or volunteer.
- Ensure that parents, carers, children and young people are given information about what the school does and what support they can expect from the school via the school website, newsletters. Parent Hub and school notice boards.

4. National and Local Guidance

This Child Protection and Safeguarding Policy should be read in conjunction with Local Safeguarding Children Board (LSCB) Guidelines and Procedures which are accessible via: <http://www.proceduresonline.com/hull/scb/>

Everyone who works with children and young people – including Teachers, GPs, Nurses, Midwives, Health Visitors, Early Years Professionals, Youth Workers, Police, Accident and Emergency Staff, Paediatricians, Voluntary and

Community Workers and Social Workers has a responsibility for keeping them safe. (Working Together to Safeguard Children – 2018)

The following national guidance should also be referred to:

- Working Together to Safeguard Children - 2018
- Keeping Children Safe in Education - 2019
- The Children Act – 1989 (known to be up to date with all changes in force on or before 30.04.2020)
- Information Sharing: Guidance for Practitioners and Managers - 2018
- What To Do If You're Worried A Child Is Being Abused - 2015
- Safe Working Practice for Adults Who Work With Children & Young People In Education – 2019

5. Safeguarding and Promoting Welfare and Child Protection

5.1 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.
- Undertaking that role so as to enable children to have optimum life chances and to enter adulthood successfully.

5.2 Child Protection

Child Protection is part of safeguarding and promoting welfare. This refers to procedures undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Anyone who has not yet reached their 18th birthday is classed as a child.

The fact that the child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlement to services or protection.

5.3 Early Help

Children and their families may experience difficulties and have a range of needs at different times throughout their lives.

It is important for children and their families to receive the right help at the right time to address their needs and subsequent risks in order to prevent issues escalating.

At Alderman Cogan's CE Primary Academy, we aim to identify where early interventions are needed to support our children and families through closely monitoring children and highlighting any emerging issues quickly. We work with parents and seek appropriate consent to share information and work with other professionals to support effective early help assessments.

5.4 Children in Need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services, or a child who is disabled.

5.5 Significant Harm

Some children are in need because they are suffering, or are likely to suffer, significant harm. The concept of significant harm, as introduced in The Children Act 1989, is the threshold that justifies compulsory intervention in family life in the best interests of the child. This 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.

6. Who Abuses children?

Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger ie; via the internet.

Children may be abused by an adult, adults or by another child or children.

Abusers may be male or female.

7. What is Abuse and Neglect?

Abuse and neglect are forms of maltreatment of a child. Child refers to anyone under the age of 18 years old. 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 consistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development and wellbeing. It may involve conveying to the child that they are worthless or unloved, inadequate, or valued only in so far 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 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 seeing or hearing the ill-treatment of another, It may involve serious bullying (including cyber-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, 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 (ie; 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.

- 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, clothing and/or shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision including the use of adequate care-givers.
- Ensure access to 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 and the Designated Safeguarding Lead do have a duty to report any concerns about harm in accordance with the Local Safeguarding Children Board, Guidelines and Procedures.

8. Recognition of harm

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

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

- Contact with individuals who pose a 'risk to children';
This can be someone who has been convicted of an offence listed in Section One of the Children and Young Person's Act 1933 (known to be up to date with changes in force on or before 02.05.2020), Sexual Offences Act 2003 (known to be up to date with changes in force on or before 04.05.2020), or someone who has been identified as continuing to present a risk to children.
- 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 however, important to assess how parental substance use impacts upon the children or young people within the family.
- Mental Health;
Mental illness in a parent or carer does not necessarily have an adverse effect on the child or young person but is important to assess its implications for any child involved within the family. The adverse effects 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 is another parent or family member who can respond to the child's needs and offer protection. Where mental illness is accompanied by problem alcohol or substance use, domestic violence, or associated with poverty and social isolation, children are particularly vulnerable.
- Domestic Abuse;
Domestic abuse is 'any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members,

regardless of gender or sexuality'. Domestic abuse affects both adults and children in the family. 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.

*Operation Encompass

Operation Encompass is a Police and Education early intervention safeguarding partnership, which ensures that a child's school is informed, preferably prior to the start of the next school day, that there has been an incident of Domestic Abuse to which the child has been exposed, either directly or indirectly. All incidents of Domestic Abuse can be harmful to children and young people.

By knowing that the child has had this experience, the school is better able to understand and be supportive of the child's needs and possible behaviours and make the child's day better.

A child victim is reported to have said 'If you are that child, believe me, that's all you really want'.

- **Bullying;**

This is defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (ie; hitting kicking, theft), verbal (ie; racist or homophobic remarks, threats, name calling) and emotional (ie; isolating an individual from activities and social acceptance of their peer group). The damage inflicted by bullying (including bullying via the internet) can frequently be underestimated. Bullying can be through the use of electronic communication (ie; text or social network sites) and is commonly known as cyberbullying. Bullying can cause considerable distress, to the extent that it can affect health and development and at the extreme, significant harm. All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies.

- **Female Genital Mutilation;**

This is against the law, yet for some countries, it is considered a religious act and cultural requirement. Therefore, if it is carried out either within the UK or arrangements are made for the child to go abroad, with the intention of undergoing this procedure, the school have a duty to inform either the Police or Children's Social Care. Similarly, if staff become aware that this procedure has been carried out, following a direct disclosure for a young person, then there is a legal duty to inform Police, as soon as possible under the Serious Crime Act 2015 (known to be up to date with changes in force on or before 04.05.2020)

- 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 years old into sexual activity;

**In exchange for something the victim needs or wants.*

**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 to have been 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 of sexual exploitation should trigger a referral to Children's Social Care EHASH.

Significant Indicators of CSE;

_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.*

**Having unexplained contact with hotels, taxi companies and fast food outlets.*

- Radicalisation and Extremist Behaviour;
 At Alderman Cogan's CE Primary Academy we strive to teach our children to become more resilient to the messages of violent extremists through creating an environment where all children and young people learn to understand others, value and appreciate diversity and develop skills to enable them to live alongside others within both our community and the wider community.
 Through the balanced curriculum we offer we help children and young people to learn and explore the values of different faiths and cultures. Where a member of staff has concerns regarding radicalism or extremist behaviour, they must inform the Designated Safeguarding Lead who will refer the concern to either the Police or EHASH.
- Honour Based Abuse (HBA);
 Honour Based Abuse is a collection of practices which are used to control behaviour within families or other social groups to protect perceived cultural and/or religious beliefs and/or honour.
 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 their traditional beliefs or culture.
 Women, men and younger family members can all be involved/affected by the abuse. In younger children it is child abuse and it is a serious abuse of Human Rights.
 At Alderman Cogan's CE Primary School we take HBA crime very seriously. Any cases are dealt with sensitively and confidentially. We work collaboratively with external agencies to keep children and young people safe from harm.
- Forced Marriages;
 A forced marriage is a marriage in which one or both parties do not (or in the case of children and some adults at risk, cannot) consent to the marriage, and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.

If concerns are brought to the attention of staff/volunteers, they will be reported immediately to the DSL and reported to the appropriate authorities.

- 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 others.

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

* Staff should fully explore any indicators of possible abuse and not assume that a child's behaviour, mood or injuries are related to their disability.

* Staff should recognise that children with SEND are more prone to peer group isolation.

* Staff should recognise that children with SEND may be more susceptible to all forms of bullying and are more likely to be targeted due to difficulties they may face in communicating what has happened to them.

At Alderman Cogan's CE Primary Academy we ensure that children with SEND are listened to and responded to carefully when they have, or show, signs of concern.

Additional Pastoral Support is available when needed to support and protect our vulnerable groups.

- Children Missing from Education (CME);

Children are best protected by regularly attending school where they are safe from harm and where there are professionals to monitor their well-being. At Alderman Cogan's primary Academy we encourage the full attendance of all of our children.

We have clear procedures for managing unauthorised absences and we monitor attendance closely to enable us to identify any emerging patterns of possible abuse or neglect, including all forms of exploitation.

Where we have concerns that a child is missing from education, we adhere to the Local Authority protocols and refer to the Education Welfare Service CME Officer, who will make all reasonable efforts to establish 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. (Refer to Attendance Policy and Local Authority CME protocols).

- Peer on Peer Abuse;

At Alderman Cogan's CE Primary Academy peer on peer abuse will not be tolerated, dismissed or minimised.

Allegations may be made against pupils by other pupils, which are of a safeguarding nature. Although research shows that girls are more likely to be victims of peer abuse, staff should remain open minded and acknowledge that this form of abuse can affect any child/pupil within our school.

Peer on peer abuse usually manifests as one, or a combination of the following;

*Bullying

If a child is suffering or is 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

Domestic abuse within children and young people's relationships may involve 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 or young person 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'.

- Sexual Violence;

This includes rape, assault by penetration, or sexual assault, as defined by the Sexual Offences Act 2003 (known to be up to date with all changes in force on or before 04.05.2020).

- Sexual Harassment;

This is any unwanted conduct of a sexual nature, which can include sexual comments, sexual 'jokes' or taunting, physical behaviour or online sexual harassment.

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.

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 principles, as outlined in this policy, should always be applied.

- When a report of sexual harassment is made, a factual record should be made. It is important to take into account the wishes and feelings of the alleged victim.
- The Designated Safeguarding Lead should be made aware, and along with the Head Teacher or a member of the Senior Leadership Team, a decision made on the most appropriate course of action, in line with the schools Anti-Bullying or Positive 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 Positive Behaviour Policy, will be applied.
- Decisions, reasons for decisions, actions and outcomes should be accurately recorded 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 the school 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, in accordance with the Positive Behaviour Policy.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative supervision plan. This plan must should be monitored and a date set for a follow-up evaluation.

9. Managing Disclosures of Abuse

If a child discloses abuse it is important that 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 a note of the discussion, taking care to record the timing, setting and people present, as well as what was said as soon as you are able.
- Do not ask children to write a statement.
- Never promise the child that what they have told you can be kept a secret. Explain that you have a responsibility to report what the child has said to someone else.
- THE DESIGNATED SAFEGUARDING LEAD MUST BE INFORMED IMMEDIATELY.

10. Records and Record Keeping

Effective record keeping is an essential aspect of child protection and safeguarding. Records must be factual, using the child's own words where disclosures have been made, and must be dated and signed.

Records should be kept when;

- There are concerns about the welfare of the child.
- There is suspicion of significant harm to a child.

CPOMS (Child Protection Online Management System) is a software application for the monitoring and management of safeguarding, child protection, behaviour, bullying, attendance, well-being and home issues. CPOMS is a recording system which enables staff to record and store issues or concerns. This is an effective way of identifying any emerging patterns which may require additional interventions.

Every member of staff has a statutory responsibility to report any safeguarding concerns relating to pupils at our school, which should be uploaded onto CPOMS.

11. The Role of the Designated Safeguarding Lead

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 Safeguarding Lead.

The Designated Safeguarding Lead 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 Designated Safeguarding Lead, after receiving a referral, will act on behalf of the school in referring concerns or allegations of harm to Local Authority Children's Social Care (EHASH) or the Police Protecting Vulnerable People Unit.

If the Designated Safeguarding Lead is in any doubt about making a referral it is important to note that advice can be sought from Local Authority Children's 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 Designated Safeguarding Lead may share limited information on a need to know basis amongst staff/management whilst respecting the need for confidentiality.

It is not the role of the Designated Safeguarding Lead to undertake an investigation into the concerns or allegation of harm. It is the role of the Designated Safeguarding Lead to collate and clarify details of the concern or allegation and to provide this information to the Local Authority EHASH Team, or Locality POD if children's Social Care is already involved, whose duty it is to make enquiries in accordance with Section 47 of the Children's Act 1989.

12. Seeking Consent for a Referral

Professional's should seek to discuss any concerns with the family (including the child where appropriate) and where possible seek their agreement in making referrals to the Local Authority EHASH Team. This should only be done where such a discussion and agreement to make a referral will not place the child, other siblings or staff at an increased risk of significant harm.

It should be noted that parents, carers or child may not agree to information being shared. This should not prevent referrals where child protection concerns persist. The reasons for dispensing with consent from the parents, carer 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 Locality POD or EHASH.

13. Reporting Concerns or Allegations of Abuse

A member of staff or volunteer must report any concerns or allegations of harm immediately to the Designated Safeguarding Lead. In the absence of the Designated Safeguarding Lead the matter should be reported to the person identified as their deputy. In the event of neither of these individuals being available the matter should be reported through the line management (SLT). In the unlikely event of a member of SLT not being available the matter should be reported directly to the appropriate Local Authority Child Care Team or Police Protecting Vulnerable People Unit.

In case of it being out of hours the Immediate Help Team should be contacted. *(See contact details in Section 23).*

14. Making a Referral

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

- Children's Social Care (448879) EHASH or Police Protecting Vulnerable People Unit (01482 300304 or 101).
- Out of hours – to the relevant Emergency Duty Team.

All referrals made by telephone must be followed up in writing within 48 Hours. The referrer should be prepared, where possible, to provide the following information;

- The nature of your concerns/allegation.
- Whether the child will need immediate action to ensure their safety.
- Have parents been made aware of the concerns? Has consent for the referral been sought? If not, the reasons for this.
- Factual information about the child and family, including any other siblings.
- The nature of your involvement with the family.
- Any other professionals involved/working with the family.

- The source of the referral; is it based on your own assessment of the needs of the child, is it a reported allegation or disclosure or has the concern been reported to you by another person, and if so, who.
- The child's current whereabouts and when they were last seen.
- If you consider the child to be suffering or at risk of suffering significant harm, who is the source of that harm and their current whereabouts.

15. Role of the Governing Body

Individual Governing Bodies are responsible for safeguarding and will ensure that the school;

- Has a Child Protection and Safeguarding Policy and procedures in place in accordance with Local Authority guidance, and locally agreed inter-agency procedures, which are available to all school personnel and parents via the school website with hard copies available on request.
- Operates Safe Recruitment procedures by making sure all appropriate checks are carried out on new staff, volunteers and parents who work with children.
- Keeps and maintains a Single Central Record of all staff checks (including students on placement and supply staff).
- Has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance issued by the DfE and Hull Safeguarding Children Partnership.
- Has a designated member of the Governing Body with the responsibility for liaising with the LA and partner agencies in the event of an allegation of abuse being made against the Head Teacher.
- Governing Body reviews all Policies and Procedures in relation to safeguarding on an annual basis.

16. Allegations against staff members/volunteers

Any member of staff or volunteer who has concerns about the behaviour or conduct of another individual working within the school will report the nature of the allegation or concern to the Head teacher

immediately. The member of staff who has a concern or to whom an allegation or concern has been reported should not question the child or investigate the matter further. The Head Teacher will report the matter to the Local Authority Designated Officer (LADO).

In the case of an allegation or concern relating to the Head teacher, the Designated Safeguarding Lead or a member of the SLT will contact the Chair of Governors.

The Chair of Governors will then 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 has been 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.
- Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children.

The person responding to a complaint or an allegation should;

- Treat the matter seriously.
- Avoid asking leading questions and keep an open mind.
- Communicate with the child (if the child is the complainant) in an age appropriate manner with understanding and using the child's preferred language or communication style.
- Make a written record of the information using the words the child has said (verbatim) – including;

*The full name of the complainant and who the allegation is against.

*When the alleged incident took place (time and date).

*Who was present, including any witnesses.

* What was said to have happened.

- Any adults present during discussions with the complainant to sign and print their full name and include the time and date on the written record.
- The matter must be reported immediately to the Local Authority Designated Officer by the appropriate person (Head teacher or Chair of Governors).

The child/young person must not be asked to produce or sign a statement as this could undermine any potential investigation.

Alderman Cogan's CE Primary Academy adhere to the DfE Guidance – Keeping Children Safe in Education 2019.

Education Act 2011 – Reporting Restrictions

Under the Education Act 2011, it is a criminal offence to publish material that may lead to the identification of the staff member who is subject to an allegation before they are charged. This legislation applies to all stakeholders and parents/cares, and includes any form of disclosure which is addressed to the public at large or any section of the public, ie: social networking sites, speaking to the press, playground or staff room gossip,

In cases where there is 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.

17. Seeking Medical Attention

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

- Emergency medical attention should be sought immediately by phoning for an ambulance. You should then follow the procedures for referring a child protection concern to Local Authority Children's Social Care.

18. Staff and Volunteer Self Protection

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

The following guidelines are not exhaustive and the schools Professional Code of Conduct and Positive Behaviour Policy should be adhered to:

- Avoid situations where a staff member or volunteer is on their own with a child.
- In the event of an injury to a child or adult, accidental or otherwise, ensure that it is recorded and witnessed by another adult. Any recorded accidents should be entered onto the Accident Reporting Spreadsheet on a weekly basis.
- If a child or young person touches a staff member or volunteer inappropriately record what happened immediately and inform the Designated Safeguarding Lead.

19. Code of Conduct

Staff/Volunteers/Children should always;

- Provide an environment and opportunities 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 that all potential dangers have been identified.
- Treat everyone with dignity and respect.

Staff/Volunteers/Children should not;

- Permit or accept abusive or discriminatory behaviour.
- Engage in inappropriate behaviour or contact either inside or outside of school.
- Use inappropriate or insulting language.
- Show favouritism to anyone.
- Undermine or criticise others.
- Give personal money to others.
- Use social networks for personal communication with children and young people for whom they are responsible.

Mobile phones and cameras

Staff must not use mobile phones in rooms where children are present, including those where children are cared for. It is appropriate to take

photographs of children to capture a curriculum activity or a celebration of school life using school equipment providing we have permission to do so from the parents.

Staff should not, however, use their personal mobile phones, cameras (still or moving images) or other personal devices to take, edit or store images of children from our school.

20. Recruitment & Selection

It is important when recruiting both staff, and volunteers, to adhere to the Safer Recruitment Policy. This will ensure the suitability of those working with children and young people within our school.

In line with national guidance – Keeping Children Safe in Education 2019, Alderman Cogan’s CE Primary Academy ensure that;

- All staff and volunteers with unsupervised access to children and young people undertake an enhanced Disclosure and Barring Service (DBS) check and Children’s Barred List check.
- All staff and volunteers will complete an application form, including details of previous employment, details of any conviction for criminal offences (including spent convictions under the Rehabilitation of Offenders Act 2018), agreement for an enhanced check, permission to contact two referees, including their current or most recent employer (which should be taken up).
- Staff and volunteers working directly with children and young people will complete Safeguarding Level 1 Training which meets Local Safeguarding Children’s Board requirements.
- All staff and volunteers will be required to read the Child Protection and Safeguarding Policy, along with Part 1 of Keeping Children Safe in Education 2019, and sign to say they have understood the Policy and document.
- Designated Safeguarding Lead will keep the Policy updated and brief staff and volunteers on changes.
- Non-teaching staff and volunteers will be subject to a probationary period of 6 months during which they will be supervised and will attend meetings with their line manager to identify any concerns, training or support needs.

- Staff and volunteers will have a period of induction where they will complete any induction training and access internal policies.

Childcare Disqualification Regulations Amendment 2018

Alderman Cogan's CE Primary Academy adheres to the DFE guidance 'Keeping Children Safe in Education 2019' which details that schools are advised to follow the Safe Recruitment Procedures set out in Part 3

Disclosure and Barring Service

Any person who is barred from working with children will be breaking the law if they work or volunteer, or try to work or volunteer with those groups. Any school who knowingly employs someone who is barred from working with children 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 if they had not left, the school will notify the DBS.

21. Induction

When new staff join Alderman Cogan's CE Primary Academy they will be informed of the safeguarding arrangements in place. They will be given a copy of the school's Child Protection and Safeguarding Policy, Keeping Children Safe in Education 2019 (Part 1) and be introduced to the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead.

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

Whistle Blowing

Staff and volunteers must report any behaviour or practice by a colleague which gives cause for concern in relation to safeguarding and the well-being of pupils.

If staff do not feel comfortable using internal reporting systems this should not prevent a report being made. If this is the case, staff and volunteers are advised to contact the NSPCC Whistle Blowing helpline; 080088 00500 or email: help@nspcc.org.uk

22. Training

The Designated Safeguarding Lead 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 Designated Safeguarding Lead undertakes refresher training at two yearly intervals.

All staff have basic child protection/safeguarding training, including online training in FGM and Prevent that equips them to recognise and respond to child welfare concerns. Alderman Cogan's CE Primary Academy maintains a record of child protection/safeguarding training which includes all staff and volunteers.

Refresher training is undertaken every three years, or sooner if required. Our Governing Body will also undertake appropriate training to ensure they are able to carry out their duties to safeguard children and staff at our school.

23. Contacts

Hull

Children's Social Care (Local Authority)

- Early Help & Safeguarding Hub (EHASH) 01482 448879
- Emergency Duty Team 01482 300304
- Local Authority Designated Officer 01482 613372
- Child Protection Administrator 01482 790933
- Police Public Protection Unit 01482 307220 or 101
- Hull Safeguarding Children Partnership 01482 379090

East Riding of Yorkshire

Children's Social Care (Local Authority)

- Call Centre 01482 395500
- Children's Services 01482 396840
- Emergency Duty Team 01482 880826
- Child Protection Administrator 01482 396472
- East Riding Safeguarding Children Board 01482 396998/9

- Local Authority Designated Officer 01482 396999
- Police Family Protection Team 08456 060222 ext 240