



Rokeby Park Primary School

Child Protection (Safeguarding) Policy

Reviewed: November 2016
Next review: September 2017

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“Processes and procedures are never ends in themselves, but should always be used as a means of bringing about better outcomes for children. No guidance can, or should attempt to offer a detailed prescription for working with each child and family. Work with children and families where there are concerns about a child’s welfare is sensitive and difficult. Good practice calls for effective cooperation between different agencies and professionals: sensitive work with parents and carers in the best interests of the child; and the careful exercise of professional judgement and critical analysis of the available information”.

(Working Together to Safeguard Children – A Guide To Inter-Agency Working To Safeguard And Promote The Welfare Of Children-HM Government 1999).

1. Statement of Intent

Rokeby Park Primary School recognises that protecting and safeguarding children and young people is a shared responsibility and depends upon effective joint working between agencies and professionals that have different roles and expertise.

Individual children and young people, especially some of the most vulnerable children and those at greatest risk of social exclusion, will need coordinated help from health, education and children’s social care services. The voluntary sector and other agencies also have an important role in protecting and safeguarding children.

Rokeby Park Primary School has a responsibility to protect and safeguard the welfare of children and young people they come into contact with. The need for guidelines and procedures is important to ensure that this is done with understanding and clarity.

Rokeby Park Primary School will aim to protect and safeguard children and young people by:

- ◆ Ensuring that all staff / volunteers are carefully selected, trained and supervised;
- ◆ Ensuring key staff and Governors have completed Safer Recruitment training;
- ◆ Ensuring the school maintains a central record of all staff within the school and mandatory checks are carried out on every adult working with children;
- ◆ Ensuring all visitors who are not DBS cleared are accompanied at all times;
- ◆ Having a Child Protection Policy and Procedure and regularly reviewing and updating this in line with national and local policy developments. The policy is reviewed on an annual basis by the Child Protection Co-ordinator and ratified by the Governing Body;
- ◆ Ensuring that all staff and volunteers are familiar with the Child Protection Policy and Procedure;
- ◆ All staff and volunteers are given a copy of the policy. It is available on request by any other stakeholders;
- ◆ Ensuring that staff / volunteers attend appropriate Local Safeguarding Children Board (LSCB) Child Protection Training;
- ◆ Ensuring that Rokeby Park Primary School has a designated Child Protection Co-ordinator and that all staff and volunteers are aware of the named person and process of reporting concerns to them;
- ◆ Assessing the risk that children and young people may encounter and taking steps to minimise and manage this;
- ◆ Letting parents, carers, children and young people know how to report concerns about a child, young person, staff member or volunteer or complain about anything that they are not happy about. This is explained in newsletters and on the school website;
- ◆ Giving children, young people, parents and carers information about what Rokeby Park Primary School does and what can be expected. All policies in relation to safeguarding children at Rokeby Park Primary School are available on request.

2. National and Local Guidance

This Child Protection Policy and Procedure should be read in conjunction with the Local Safeguarding Children Board (LSCB) Guidelines and Procedures. In accordance with the Children Act 2004 it is a statutory responsibility for key agencies coming in to contact with children and young people, to make

arrangements to ensure that in discharging their functions, they have regard for the need to safeguard and promote the welfare of children (Section 11, Children Act 2004). Where private or voluntary organisations come in to contact with or offer services to children, they should as a matter of good practice take account of this guidance and follow it as far as possible.

The following national guidance should also be referred to:

- The Children Act (1989);
- The Children Act (2004);
- Working Together To Safeguard Children: A Guide to Inter-Agency Working To Safeguard and Promote The Welfare Of Children (HM Government 2015);
- Human Rights Act 1998;
- Criminal Justice & Court Services Act 2000;
- The Protection of Children Act 1999;
- The Sexual Offences Act 2003;
- What To Do If You're Worried A Child Is Being Abused. Advice for practitioners (HM Government 2015);
- Keeping Children Safe in Education (DfE 2016);

In addition the school follows the policies and procedures recommended by the Hull Safeguarding Board.

The following policies are available in school:

- ◆ Health & Safety Policy
- ◆ Site security
- ◆ E-Safety Policy
- ◆ Use of Force to Control or Restraint of Pupils
- ◆ Medicines
- ◆ Recruitment & Selection of Staff / Volunteers
- ◆ Safer working Practices
- ◆ Allegations of abuse against staff
- ◆ Single Equality Scheme Policy
- ◆ Staff Induction
- ◆ Continuous Professional Development Policy
- ◆ Confidentiality Policy
- ◆ Behaviour Policy
- ◆ Anti -Bullying Policy
- ◆ Whistle Blowing Policy
- ◆ Complaints procedures
- ◆ Attendance
- ◆ Physical Intervention
- ◆ Staff Code of Conduct

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| 3. Safeguarding & Promoting Welfare & Child Protection |
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3.1 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 those children to have optimum life chances and to enter adulthood successfully.

3.2. Early Help

It is important for children to receive the right help at the right time to address risk and prevent issues escalating. Therefore, at Rokeby Park Primary we aim to identify where early interventions are needed to support families in need by closely monitoring children and highlighting any emerging issues. If necessary, and with appropriate consent, information is shared or meetings are convened with other professionals to support effective early help assessments.

“Providing early help is more effective in promoting the welfare of children than reacting later. 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” (Working Together to Safeguard Children 2015).

3.3 Child Protection

Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm.

Effective child protection is essential to safeguard and promote the welfare of children. However all agencies should aim to proactively safeguard and promote the welfare of children so that the need for action to protect from harm is reduced.

3.4 Children in Need

Children who are defined as ‘in need’, under section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health or development will be significantly impaired, without the provision of services. This includes those children with a disability.

3.5 Significant Harm

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

3.6. 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. They may be abused by an adult or adults or another child or children.

3.7. What is Abuse and Neglect?

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

PHYSICAL ABUSE:

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

EMOTIONAL ABUSE:

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children

that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve online bullying. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

SEXUAL ABUSE:

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

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

NEGLECT:

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to 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 / child protection co-ordinator do have a duty to report any concerns about harm in accordance with the Local Safeguarding Children Board, Guidelines & Procedures.

3.8 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 in play;
- **An injury** which arouses suspicion because:
 - It does not make sense when compared with the explanation given;
 - The explanations differ depending on who is giving them (e.g. differing explanations from the parent / carer and child);
 - The child appears anxious and evasive when asked about the injury;
- **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' can be someone who has been convicted of an offence listed in Schedule One of the Children and Young Person's Act 1933 (Sexual

Offences Act 2003), or someone who has been identified as continuing to present a risk to children;

- **The parent's behaviour** before the birth of a child may indicate the likelihood of significant harm to an unborn child, for example substance misuse, previous children removed from their carers;
- **Substance misuse** – the potential for a child to be harmed as a result of the excessive use of alcohol, illegal and controlled drugs, solvents or related substances may occur during a young person's life. The use of drugs or other substances by parents or carers does not in itself indicate child neglect or abuse, and there is no assumption that a child living in such circumstances will automatically be considered under the child protection procedures. It is important to assess how parental substance use impacts upon the children or young people in 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 it is important to assess its implications for any children involved in 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 use, domestic violence or associated with poverty and social isolation, children are particularly vulnerable;
- **Domestic Violence** – Children and young people can suffer directly and indirectly if they live in a household where there is domestic violence. It is likely to have a damaging effect on the health and development of children. The amendment made in section 120 of the Adoption and Children Act 2002 to the Children Act 1989 clarifies the meaning of harm to include, for example, impairment suffered from seeing or hearing the ill-treatment of another. This can include children witnessing violence in the home;

Domestic violence has an impact in a number of ways:

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

Bullying – This can be 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 four main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling), emotional (e.g. isolating an individual from activities and social acceptance of their peer group) and online bullying (e.g. abuse using texting and social media sites). The damage inflicted by bullying can be underestimated. It can cause considerable distress, to the extent that it can affect health and development and at the extreme significant harm.

Radicalisation and Extremist behavior - At Rokeby Park Primary we assist our children to become more resilient to the messages of violent extremists through creating an environment where all young people learn to understand others, value and appreciate diversity and develop skills to be able to debate. Through the balanced curriculum we offer we will help young people learn and explore the values of

different faiths in cultures. However, should any concerns of radicalised or extremist behaviours be brought to the school's attention, it will be dealt with in accordance with the school's safeguarding procedures, and advice will be sought from either Access and Assessment Team or Humberside Police. Any referrals to Channel process should be emailed to: prevent@humberside.pnn.police.uk.

Child Sexual Exploitation (CSE) - CSE occurs when a child or young person or another person, receives 'something' (eg food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child or young person performing sexual activities, or another person performs sexual activities on a child or young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to Children's Social Care Access & Assessment team.

Significant indicators:

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

Refer to HSCB guidance for practitioners

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

Forced Marriages - A forced marriage is a marriage in which one or both spouses 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 at Rokeby Park Primary School, they will be reported immediately to the appropriate authorities.

3.10 Seeking Medical Attention

In school there are always trained members of staff who volunteer to oversee first aid. First aid is located in the Business Manager's office and the SEN room. When a child is poorly, or has suffered an accident in school or on the playground there is a protocol for staff to follow:

- A trained first aider is consulted;
- For head injuries a Head Note is issued and parents informed;
- The Headteacher, or in their absence, a member of the SLT is informed;
- If there is any doubt at all a parent is contacted.

School policy is that members of staff are permitted to give medicines to children. Parents/carers sign a consent form and the giving of the medicine is logged and witnessed (see Medicines policy for details). For matters of an intimate nature staff are informed to deal with a child with utmost sensitivity and always to seek guidance from the Headteacher or a senior member of staff. In almost all situations the parents will be asked to come into school immediately so that they are part of the decision making process for such matters.

In rare circumstances the school nurse will be contacted as a matter of utmost urgency before the parent of a child who has a physical injury and there are concerns about abuse.

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

3.10 Photographing and videoing

There has been a lot of controversy about adults photographing and filming young people. The concerns are genuine; however we have taken a sensible, balanced approach, which allows parents and staff to photograph and film providing they follow certain guidelines:

- Photographs must NEVER be taken in a 1-1 situation or in secret;
- Parents consent to school taking photographs by signing a permission slip. School photographs that are for use outside of school are anonymous unless specific permission has been received from parents or carers;
- The school keeps a list of children who may not be photographed and who may not have their picture published in school, on the website, newsletter or any other media. It is assumed that if a parent does not return their permission slip, permission has been granted to photograph their child;
- Staff may use personal high speed cameras and video cameras when taking pupils on school visits and to residential outdoor pursuit centres. These photographs are then made available to parents as a souvenir of the visit. Pupils may not be photographed alone unless as part of a structured activity such as on a climbing wall and there are witnesses to the photo taking. Permission to use personal high speed cameras or video cameras must be sought from the Headteacher before use;
- If staff are using their own cameras, the photographs must be downloaded to school computers as soon as possible and then deleted from the camera;
- The staff in the Foundation Stage photograph the children during their self-initiated work for assessment purposes, as part of making their observations. The school provides a camera for staff to use but at times it may be necessary for staff to use their own cameras. These photographs are usually kept in school and shared with parents;
- Photographs of children taking part in normal school activities are stored on the school computers, in the shared area server and may be stored on staff computers at home for purposes of planning and assessment;
- Staff must **NEVER** use mobile phones to photograph children.

3.11. Manual Handling- This school follows the DfE Use of reasonable force guidance which asserts that physical restraint may be used if there is the possibility that a child may be about to cause harm to him/ herself or to another (see the Use of Force to Control or Restraint of Pupils policy). Staff are trained in positive handling (Team Teach). It also asserts that on no occasion should such physical contact be used as a punishment. All allegations of abuse by or complaints of a teacher will be dealt with following the Local Safeguarding Board procedures (see Allegations of abuse against staff policy). For any complaints about the Headteacher the Chair of Governors should be contacted directly.

3.12. Attendance

Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone and provide medical evidence, if possible. If there is no notification the school has a policy of phoning home to ascertain each child's whereabouts. The EWO will be informed if telephone contact has been unsuccessful or if there are concerns regarding a child's absence. The school works closely with the Education Welfare Officer (EWO) whenever a child's attendance and punctuality causes concern. Attendance rates are reported each term to the Local Authority, annually to the government and to all parents. Positive measures are in place to encourage children to attend regularly and punctually and the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality.

3.13. Site security

Rokeby Park provides a secure site, but the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules, which govern it. Laxity can cause potential problems to safeguarding. Therefore:

- The only access to the school is via the school office;
- All other entrance/exit doors should be securely locked to prevent intrusion. All staff can gain access to areas around the school, and doors can be opened from inside the building without a key;
- Visitors must only enter through the main entrance and after signing in at the office. They should be given a visitors badge on entry;
- Children will only be allowed home with adults with parental responsibility or confirmed permission;
- Children should never be allowed to leave school alone during school hours, and if collected by an adult, signed out;
- Should a child leave the school premises without permission then staff have been informed never to chase after a child. However, a member of staff may follow a child and encourage them to think about what they have done in a calm and reassuring manner. If this is unsuccessful, and the child does not return to school, the incident should be reported immediately to the office. Parents should be informed immediately and in extreme cases the police are contacted.

4. Managing Disclosures of Abuse

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

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

4.2. Safeguarding – Cause for Concern

All concerns must be reported using the pink Safeguarding Cause for Concern sheet. All entries **MUST** include:

- Name of pupil
- Date
- Time
- Description of concerns
- What action was taken
- Outcomes
- Signature and name of person taking the disclosure

The Safeguarding Cause for Concern is then passed to the Child Protection Co-ordinator immediately, or in her absence, to a member of the SLT, who will decide if immediate action should be taken. This may result in a referral being made to the central duty team via telephone and then followed up in writing. All safeguarding records are kept in secure locked files.

Any other welfare concerns should be recorded on the white Welfare Log within the appropriate class file. The completed forms are filed in pupils' files to build up a log of incidents which may form a pattern. The Child Protection Coordinator regularly monitors the class files to ensure any issues are followed up. Any **serious concerns** are passed **immediately** to the Child Protection Co-ordinator or a member of the SLT (as above).

Concerns regarding children's behaviour are recorded on a Behaviour Log sheet which are kept in the class Welfare Log files.

Any discussions with parents are recorded on a Parent Discussion Log which are also kept in the class Welfare Log files.

Completed logs are kept in alphabetical order in the back of the class Welfare Log. These logs are kept in cupboards within each classroom.

4.3. The Role of the Child Protection Co-ordinator

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

The Child Protection Co-ordinator (Miss Michelle Ball) is responsible for:

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

The Child Protection Co-ordinator, after receiving a referral, will work with the Headteacher to refer concerns or allegations of harm to Local Authority Children's Social Care or the Police Protecting Vulnerable People Unit.

If the Child Protection Co-ordinator is in any doubt about making a referral it is important to note that advice can be sought from Local Authority Children's Social Care. The name of the child and family should be kept confidential at this stage and will be requested if the enquiry proceeds to a referral. The Child Protection Co-ordinator may share limited information on a need to know basis amongst the staff / management but respect the need for confidentiality.

It is not the role of the Child Protection Co-ordinator to undertake an investigation into the concerns or allegation of harm. It is the role of the Child Protection Co-ordinator to collate and clarify details of the concern or allegation and to provide this information to the Local Authority Access and Assessment 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 Act 1989.

4.4. Seeking Consent for a Referral

Professionals should seek in general to discuss any concerns with the family (including the child where appropriate) and where possible seek their agreement to making referrals to the Local Authority Central Duty Team.

This should only be done where such discussion and agreement seeking will not place the child at an increased risk of significant harm.

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

It should be noted that parents, carers or the child may not agree to information being shared, but 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.

4.5. Reporting Concerns or Allegations of Abuse

A member of staff or volunteer must report any concerns or allegation of harm immediately to the designated Child Protection Co-ordinator. In the absence of the Child Protection Co-ordinator the matter should be reported to the Headteacher. In the event of neither of these individuals being available the matter should be reported through the line management. In the unlikely event of management not being available the matter should be reported directly to the appropriate Local Authority Social Care Team or Police. In the case of it being out of hours the Immediate Help Team should be contacted (SEE CONTACT DETAILS: page 16).

4.6. Making a Referral

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

Hull - To Children's Social Care – Access and Assessment Team or Police Public Protection Unit

East Riding – By telephoning the Call Centre/Children's Social Care or Police Family Protection Team

Out of Hours – To the relevant Emergency Duty Team

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

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

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

4.7. Role of the Governing Body

The Governing Body is accountable for ensuring the school has effective Child Protection policies and procedures in place. These are in accordance with LA guidance and locally agreed inter-agency procedures and available to all school personnel, parents and carers on request.

The Governing Body will also ensure that the school:

- Operates safe recruitment procedures by making sure all appropriate checks are carried out on new staff, volunteers and parents/carers who work with children;
- Keeps and maintains a Single Central Record of all staff checks (including volunteers and supply staff);
- Has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance issued by the DfE, LA and Hull Safeguarding Children Board;
- Has a member of the Governing Body (usually Chair) with the responsibility for liaising with the LA and partner agencies in the event of an allegation of abuse being made against the Headteacher;
- At least one member of the Governing Body has attended the Safer Recruitment Training.

The Governing Body will review all policies and procedures in relation to safeguarding on an annual basis.

5. Staff/adults in school

5.1. Allegations against Staff Members / Volunteers (see allegations against staff policy)

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

The Headteacher will report the matter to the Designated Officer for Schools, who will liaise with the Local Authority Designated Officer (LADO).

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

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

An allegation is defined as where:

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

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

Responding to a complaint or an allegation

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

- Treat the matter seriously;
- Avoid asking leading questions and keep an open mind;
- Communicate with the child (if the complainant) in a way that is appropriate to the child's age, understanding and preferred language or communication style;
- Make a written record of the information (where possible in the words a child used), including:
 - When the alleged incident took place (time and date);

- Who was present (witnesses);
- What was said to have happened;
- Sign and date the written record;
- Report the matter immediately to the Designated Officer for Schools or in her absence the Local Authority Designated Officer directly.

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

Rokeby Park Primary adheres to the Department for Education, Keeping Children Safe in Education, 2016.

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 teacher who is subject to an allegation before they are charged. This legislation applies to all stakeholders and parents/carers, and includes any form of disclosure which is addressed to the public at large or any section of the public i.e. social networking sites, speaking to the press, playground or staff room gossip etc.

Allegations against other pupils

A pupil against whom an allegation of abuse has been made may be fixed term excluded from the school pending an investigation and the school Behaviour policy may apply. The school will take advice from Children's Social Care and/or the police on the investigation of such allegations and will take appropriate action to ensure the safety and welfare of all pupils involved.

5.2. Staff and Volunteer Self Protection (see safer working practices document)

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

These could include:

- To avoid situations where a staff member or volunteer is on their own with a child without another staff member being aware of it and being nearby;
- In the event of an injury to a child, accidental or not, ensure that it is recorded and witnessed by another adult (preferably SLT) in the school's accident book which is kept in the office;
- Keep written records of any allegations a child makes against staff and volunteers and report in line with this policy;
- If a child or young person touches a staff member or volunteer inappropriately record what happened immediately and inform the Child Protection Co-ordinator;
- Adhere to Rokeby Park Primary School's policy on Behaviour Management.

5.3. Code of Practice

Staff / Volunteers / children should always:

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

Staff / volunteers / children should not:

- Permit or accept abusive or discriminatory behaviour;
- Engage in inappropriate behaviour or contact (**includes initiating contact**);
- Use inappropriate or insulting language;
- Show favouritism to anyone;
- Undermine or criticise others;
- Give personal money.

5.4. Recruitment and Selection (see safer recruitment policy)

It is important when recruiting paid staff and volunteers to adhere to the staff recruitment policy. This will ensure potential staff and volunteers are screened for their suitability to work with children and young people. The Headteacher and some governors have undertaken training on Safer Recruitment.

- All paid staff and volunteers with access to children and young people or sensitive information relating to children will be required to undertake an enhanced DBS check.
- Staff and volunteers working directly with children or with access to sensitive information will be required to complete LSCB Child Protection Training. Their training will be reviewed in supervision.
- All staff and volunteers will be required to read the Child Protection Policy and Part 1 of Keeping Children Safe in Education. This will be reviewed to ensure up to date knowledge.
- All staff and volunteers to 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 1974), agreement for an enhanced DBS check, permission to contact two referees, including their current or most recent employer (which should be taken up).
- The potential staff member will be interviewed for their suitability for the post. Volunteers are interviewed by the Headteacher before being offered a placement in the school.
- Some staff and volunteers will be subject to a probationary period (3 – 6 months) during which they will be supervised and monthly meetings will take place with their manager / supervisor to identify any concerns, training and support needs. Outcomes of these meetings are reported back to the Headteacher.
- Staff and volunteers will have a period of induction where they will complete the school induction training and access internal policies.
- Work experience pupils who are below the age of 18 are not vetted but they will be interviewed to establish their motivation to work in a school and the school will work closely with the secondary school that placed them.

Childcare Disqualification Requirements 2009

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

Disclosure and Barring Service

A 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. If Rokeby Park Primary knowingly employs someone who is

barred to work with children they will also be breaking the law. If there is an incident where a member of staff or volunteer has to be dismissed because they have harmed a child, or would have been if they had not left, Rokeby Park Primary will notify the DBS.

5.5. Induction (see Induction Policy)

When new staff join the school, they are informed of the safeguarding arrangements in place. They are given a copy of the School's Child Protection Policy and told the name of the Child Protection Co-ordinator.

Every new member of staff undertakes an induction period that will include essential safeguarding information featuring details relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record information and the issue of confidentiality. The induction will also remind staff of their responsibility to safeguard all children in our school and the remit of the role of the Child Protection Co-ordinator. Newly appointed staff are assigned a mentor for the induction period. It is the responsibility of the mentors to familiarise new staff with procedures and policy, which affect the health and safety of all at school but especially the children.

5.6. Induction of volunteers

For contact with children, when children may be left alone with an adult, or when an adult visitor may be in and around the school building a full DBS search will be conducted. Mrs Sally Chaytor organises all DBS checks. Visitors who do not yet have clearance will under no circumstance be left alone with a child or group of children. All volunteers and temporary staff in our school will be provided with the same level of information in relation to safeguarding.

5.7. Welcoming visitors

It is assumed that visitors with a professional role i.e. the School Nurse or members of the police already have relevant clearance but the office will endeavour to check this before admittance is granted and a note made of anyone entering without clearance. All new visitors to the school will also be asked to produce proof of their identity. All visitors in our school will be provided with the same level of information in relation to safeguarding as staff.

5.8 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 must not, however, use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school. If staff wish to use their own high speed camera or video camera during outdoor activities or trips, permission from the Headteacher must be sought beforehand. All images must then be downloaded onto the schools computers.

5.9. Training of Staff

The Child Protection Coordinator undertakes specific inter-agency training on appointment which enables them to work in partnership with other agencies and gives them the knowledge and skills needed to fulfil their role. In order to maintain their knowledge and skills, the Child Protection Co-ordinator will renew their training every two years.

All staff have basic Level 1 child protection training that equips them to recognise and respond to child welfare concerns, which is refreshed every 3 years in accordance with the HSCB prescribed timescales. The school maintains a record of child protection training, which includes teaching and non-teaching staff. All staff member undertakes appropriate refresher training every three years.

5.10. The Design of the Curriculum

The curriculum deals with safeguarding in two ways. Firstly, the curriculum, in subjects such as E-safety and Personal, Social and Health Education (PSHE) discusses relevant issues with the children. Topics include such themes as Drugs, Sex and Relationships and Stranger Danger. Children are encouraged to explore and discuss these issues. Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE, internet use and Design and Technology. At all times there has to be appropriate staffing levels and when the curriculum is taken out of school appropriate and agreed pupil/adult ratios are maintained. The lead adult

always assesses visits as to the level of risk and all trips are finally authorised by the Headteacher using the Evolve website. Visiting speakers, with correct clearance, are always welcome into school so that they can give specialist knowledge to the children.

5.11 Whistleblowing

If members of staff ever have any concerns about the behaviour or intentions of any person within the building, school grounds or within proximity of children, they have a professional duty to inform the management accordingly. This can be done in writing or verbally but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality. The governors have adopted the Local Authority's policy on whistle blowing.

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| CONTACT INFORMATION |
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Hull

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| <u>Children's Social Care (Local Authority) Access & Assessment Team</u> | (01482) 448879 |
| Immediate Help Team | (01482) 788080 |
| <u>Child Protection Administrator</u> | (01482) 790933 |
| <u>Local Authority Designated Officer</u> | (01482) 790933 |
| <u>Police Protecting Vulnerable People Unit</u> | (01482) 597360 |

East Riding of Yorkshire

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| <u>Children's Social Care (Local Authority)</u> | |
| Call Centre | (01482) 393939 |
| Children's Services | (01482) 396840 |
| Emergency Duty Team | (01482) 880826 |
| Child Protection Administrator | (01482) 396472 |
| <u>East Riding Safeguarding Children Board</u> | (01482)396998/9 |
| <u>Local Authority Designated Officer</u> | (01482) 612800 |
| Police Family Protection Team | 0845 6060222 ext. 2407 |

Designated Officer for Schools (01482) 615338

Chair of Governors: Lorna Jarvis (01482) 643877
07976 098 747

Child Protection Coordinator: Michelle Ball (01482 508915)
Deputy Child Protection Coordinator: Claire Smith (01482 508915)

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| Ofsted Safeguarding Checklist |
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| Inspectors may take into account the extent to which the school: |
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| <ul style="list-style-type: none"> ○ has clear policies, strategies and procedures including those relating to behaviour, bullying, health and safety, harassment and discrimination, and meets all required duties ○ has established clear management responsibilities in relation to child protection including relevant designated staff ○ monitors and evaluates the effectiveness of its policies and practices ○ ensures that adults working with pupils are appropriately recruited and vetted ○ ensures that adults receive up-to-date, high-quality, appropriate training, guidance, support and supervision to undertake the effective safeguarding of |
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pupils

- encourages and enables pupils to report any concerns or complaints including concerns about poor or abusive practices
- takes reasonable steps to ensure that pupils are safe on the school site, for example by monitoring visitors or volunteers or those using the premises during school time
- identifies concerns about possible abuse and/or neglect and/or pupils who may have gone missing, and refers such concerns promptly to the relevant agencies
- records information relevant to safeguarding concerns clearly and accurately and shares it appropriately, both internally and with other agencies
- helps pupils to keep themselves safe, including encouraging pupils to adopt safe and responsible practices and deal sensibly with risk, for example:
 - ◆ when handling hazardous equipment and materials
 - ◆ looking after themselves during outdoor activities
 - ◆ when attending alternative educational or work-related provision
 - ◆ using the internet
 - ◆ if they come into contact with groups that encourage the use of violence.

The effectiveness of safeguarding procedures: grade descriptors

Outstanding (1)

The school is a leader of high-quality practice, ensuring, for example, that:

- ◆ its procedures are constantly updated to reflect developing technologies.
- ◆ The school has excellent quality assurance and risk assessment systems which are routinely informed by pupils' and parents' views, including those who may have barriers to communication.
- ◆ There is a comprehensive awareness of safeguarding issues among the governors and staff at all levels, all of whom receive regular training on safeguarding, in particular child protection.
- ◆ As a result, a realistic and proportionate approach to safety and safeguarding permeates all aspects of the school's life.
- ◆ The school's collaborative working with other key agencies is exemplary.

Review

This policy will be reviewed annually.

Reviewed: November 2016 by C Smith & M Ball

Next review date: September 2017