



# Safeguarding Policy and Procedure

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| Policy prepared by      | Paul Fraser - AHT/DSL         |
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## Our Vision

As a Creative, Cooperative Community we aim to work together as a team, to provide inspirational and challenging learning opportunities for all our children, embedding basic skills and motivating them so that they can achieve their full potential. We also aim to develop skills for life, based on our core values of self-help, self-responsibility, democracy, equality, equity and solidarity. We also believe in the ethical values of honesty, openness, social responsibility and caring for others, which are crucial to ensure our children develop into responsible and articulate citizens who are ready for the future.

## We will achieve this by:

- Promoting the highest academic standards possible and ensuring an enriched, balanced and broad curriculum
- All children are challenged suited to their needs
- All pupils feel valued, safe and secure in an environment which is respectful and honest
- Children will become resilient learners through a growth mind-set approach
- Provide positive role models, recognising success through practice and perseverance and with the support of learning partners
- Ensuring a well-resourced, calm and stimulating environment, where everybody is respected and valued
- Supporting pupils and their families

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## 1. Preface

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

## 2. Statement of Intent

Kelvin Hall 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, the Police and Social Care services. These are the school’s safeguarding partners. The voluntary sector and other agencies also have an important role in protecting and safeguarding children.

Kelvin Hall 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.

Kelvin Hall School aims to protect and safeguard pupils by:

- Ensuring that all staff / volunteers are carefully selected, trained and supervised
- Having a Safeguarding Policy and procedures that are reviewed and updated in line with national and local policy developments. This policy will be reviewed on an annual basis by relevant staff and members of the Local Governing Body.
- Ensuring that all staff and volunteers are familiar with this Safeguarding Policy and know and understand least Part One of ‘Children Safe in Education 2020’
- Ensuring that staff / volunteers receive Safeguarding training appropriate to their level of involvement.
- Ensuring that Kelvin Hall School has a Designated Safeguarding Lead (DSL) and a Deputy (DDSL) and that all staff and volunteers know who these staff are and know how to report concerns to them.
- Assessing the risk that pupils may encounter and take steps to minimise and manage these.
- Letting parents, carers, children and pupils know how to report concerns about another pupil, a staff member, a volunteer and how to complain about anything that they are unhappy about.
- Giving pupils, parents and carers information about what the school does and expectations.

### **3. National and Local Guidance**

This Policy should be read in conjunction with the Hull Safeguarding Children Partnership (HSCP) Guidelines and Procedures. In accordance with the Children Act 2004, it is a statutory responsibility for key agencies in contact with children and young people, to make arrangements to ensure that in discharging their functions, they have regard to the need to safeguard and promote the welfare of children (Section 11 - Children Act, 2004). Where private or voluntary organisations come into 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 school undertakes an annual audit of all Safeguarding processes and procedures in line with Section 11.

The following national guidance should also be referred to:

- The Children Act - 1989
- The Children Act - 2004
- Working Together To Safeguard Children - 2018
- Keeping Children Safe in Education: 2020
- 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 - 2003
- Safer Working Practice for Adults who Work with Children and Young People - 2015
- Information Sharing: Guide for Practitioners and Managers - 2015

### **Relevant Policies**

- Health & Safety Policy
- Recruitment & Selection of Staff / Volunteers
- Complaints & Disciplinary
- Code of Conduct
- Diversity & Equality
- Staff Handbook
- Anti-Bullying
- Online Safety
- Whistleblowing
- Behaviour
- Positive Handling

### **4. Safeguarding and Promoting Welfare**

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

- Protecting children from maltreatment.
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care

## **4.2 Child Protection**

Child Protection is a part of safeguarding and promoting welfare. This refers to actions taken 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. 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.

## **4.3 Early Help**

Kelvin Hall School aims to identify where early interventions are needed to support families in need. We do this by closely monitoring children and highlighting any emerging problems and we share information with our Safeguarding partners to support early intervention/assessment. We can also signpost families in need to the Early Help service. This service is not statutory so parents do need to consent to support from the service.

## **4.4 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 children with a disability.

## **4.5 Children At Risk**

Some children are at risk because they are 'suffering or likely to suffer significant harm' section 37 Children Act 1989. 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 the child.

## **5. 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.

## **6. 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:** 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:** 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 involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

- **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 or non-penetrative acts. This includes 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:** 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. This can occur during pregnancy.

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, it must be recognised that it is not the role of staff to make an assessment of whether children suffered harm. Staff have a duty to report any concerns in accordance with the Hull Safeguarding Children Partnership Guidelines & Procedures.

## 7. Recognition of Harm

The harm or possible harm of a child may come to your attention in a number of 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 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 or the explanations differ depending on who is giving them (differing explanations from the parent / carer and child).
- The child appears anxious and evasive when asked about an issue.
- A number of incidents occur over time

**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. The use of drugs and substances by parents/carers does not in itself indicate child neglect or abuse. It is important to assess how parental substance use impacts upon the child.

**Mental Health** - Mental illness in a parent or carer does not necessarily have an adverse effect on the child. It is important to assess its implications as 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. The link between Mental Health and wellbeing in the child is highlighted in Keeping Children Safe in Education.

**Domestic Abuse** - Children and young people can suffer directly and indirectly if they live in a household where there is domestic abuse either as the victim or the witness. It is likely to have a damaging effect on the health and development of the child. People working with children should also be alert to the frequent inter-relationship between domestic abuse and neglect of children.

Domestic abuse has an impact in a number of ways:

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

**Controlling Behaviour** - A range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

**Coercive behaviour** - Acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

**Peer on Peer Abuse:** Includes all forms of bullying, verbal, physical and emotional, being coerced into sending sexual images (sexting), upskirting, physical or sexual assaults, child sexual exploitation or teenage relationship abuse. Cyberbullying is via technologies and mediums such as mobile phones and usually occur on social media sites.

At Kelvin Hall School we do our utmost to ensure that children are protected from harm and we educate pupils on how to build resilience. Staff receive regular training to help them recognise different forms and the mechanisms for responding and reporting incidents.

A pupil against whom an allegation of abuse has been made, may face sanctions as per the Behaviour Policy. The school may take advice from Social Care and/or the police and will take appropriate action to ensure the safety and welfare of all pupils involved.

**Child Sexual Exploitation (CSE)** is when a child receives food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money etc as a result of the child performing sexual activities, or another person performs sexual activities on the child. This will always be referred to Social Care, the significant indicators include

- Having a relationship of concern with a controlling adult (this may involve physical and/or emotional abuse and/or gang activity)
- Being in a vehicle driven by an unknown adult
- Possessing unexplained money, expensive clothes or items
- Frequenting areas known for risky activities
- Unexplained contact with hotels, taxis and take-aways/fast-food outlets

**Child Criminal Exploitation (CCE)** - a form of abuse where an imbalance of power is used to force, deceive or manipulate a child into criminal activity.

**Serious Violence** - children may be at risk from, or involved in violent crime. Led by individuals, gangs and criminal networks.

**County Lines** - where illegal drugs are transported from one area to another, often across Police and Local Authority boundaries. Children are usually forced to do this by gangs. Violence and crime are closely linked.

**Female Genital Mutilation** - all procedures involving partial or removal of the female genitalia or other injury to the female genitals. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Teachers must report to the Police where FGM appears to have been carried out. In addition, it is illegal for someone to arrange for a child to have this procedure.

**Radicalisation and Extremism** - we help our children to become resilient to the messages of violent extremists by encouraging all children to understand others, value others, appreciate diversity and develop skills to be able to debate. Through the curriculum we will explore the values of different faiths and cultures.

Should any concerns of radicalised or extremist behaviours arise this will be dealt with in conjunction with the Police.

**So Called 'Honour Based Abuse'** - Crimes or incidents that may have been committed to protect or defend the 'honour' of a family or community, often linked to family members who believe someone has brought shame on their family or community by behaving not in keeping with the traditional beliefs or culture.

**Forced Marriage** - a crime in England and Wales, whereby a marriage is entered into without the consent of one or both parties. Threats can be physical or emotional and psychological.

## 8. Managing Disclosures

- If a child discloses abuse by either an adult or other child it is important that, as far as possible, all staff follow these basic principles:
- 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
- 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.
- INFORMED THE SAFEGUARDING LEAD IMMEDIATELY.

**9. Special Educational Needs & Disabilities (SEND)** - we are an inclusive school, children with SEND may be more vulnerable to abuse, are more likely to be targeted due to difficulties they may have in communicating what is happening to them. Therefore, we ensure that children with SEND are responded to carefully when they have, or show signs of, concern.

**10. Children Missing from Education (CME)** Children are best protected by attending school regularly where they will be safe from harm and where there are professionals to monitor their well-being. We encourage the full attendance of all our pupils. Where we have concerns that a child is missing from education we will follow the local authority protocols and refer to the Education Welfare Service and the CME Officer who will make efforts to identify the child's whereabouts. The child will not be removed from our school roll until notified by the CME officer that it is appropriate to do so.

## **11. The Designated Safeguarding Lead (DSL)**

**The DSL is Paul Fraser, the responsibilities of the role include:**

- Monitoring and recording concerns about the wellbeing of a child
- Making referrals to Social Care
- Liaising with the other Safeguarding partners; Health and the Police.
- Arranging training for staff / volunteers

The DSL may share limited information on a 'need to know basis' amongst the 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 Social Care

The Deputy Designated Safeguarding Lead (DDSL) supports the work of the DSL and can undertake all aspects of the DSL role.

## **12. Seeking Consent for a Referral**

In general, concerns should be shared with the family where appropriate and their agreement prior to making a referral to Social Care should be gained only when this will not place the child at an increased risk of harm.

Parents, carers or the child may not agree to information being shared, but this should not prevent referrals where Safeguarding concerns persist. The reasons for dispensing with consent from the parent/carer or child must be clearly recorded

In cases where an allegation has been made against a family member living in the same household as the child and 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.

The Early Help And Safeguarding Hub (EHASH) will give advice via a duty Social Worker.

## **13. Reporting Concerns or Allegations of Abuse**

All staff must report any concerns or allegations of harm immediately to the Designated Safeguarding Lead, Paul Fraser. In the absence of the Designated Safeguarding Lead the matter should be reported to the Pastoral Year Leader for that student.

In the unlikely event of their absence, staff must report to a member of the Senior Management Team.

## **14. Making An External Referral**

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

(Hull) Children's Social Care - EHASH or the Police - Protecting Vulnerable People Unit

In other local authorities, Children's Social Care or the Police. All referrals made by telephone must be recorded as soon as possible.

The Designated Safeguarding Lead should make the referral and give the following information:

- The nature of your concerns / allegation.
- Whether the child will need immediate action to ensure their safety.
- Whether parents are aware, if consent for the referral has been sought and if not, why?
- Factual information about the child and family, including other siblings.
- Other professionals involved with the family.
- The source of your referral
- Child's current whereabouts and when they were last seen
- The source of that harm and their current whereabouts

## **15. Allegations Against Staff / Volunteers**

Any member of staff or volunteer who has concerns about any colleague must report this to the Headteacher immediately. The Headteacher will report the matter to Ray Khan, the Designated Safeguarding Lead for YHCLT (Ray Khan), who will liaise with the Local Authority Designated Officer (LADO) This may include behaviour outside of school as the 'transfer of risk' to children would need to be assessed.

If the allegation is against the Executive Headteacher or Head of School, the Chair of Governors must contact Ray Khan immediately.

In cases where there is an immediate risk to a child, the information must be passed to Social Care or the Police as soon as possible.

## **16. Seeking Medical Attention**

If a child has a physical injury that school believes requires medical attention the school will contact the parent and advise them to see a doctor, take the child to a walk in centre or A&E.

If school believes that the injury may have resulted from abuse procedures for referring a safeguarding concern to Children's Social Care are then followed.

If the injury remains untreated this may indicate neglect and the school will monitor the situation closely and if necessary seek advice or make a referral to Children's Social Care.

## **17. Staff & Volunteer Safe Practice**

Adherence to guidelines on self-protection for staff and volunteers working with children e can avoid vulnerable situations where false allegations could be made. These include:

- Avoiding situations where a staff member or volunteer is on their own with a child.
- In the event of an injury to a child, accidental or not, ensure that it is recorded and witnessed by another adult in the Accident Book.
- Maintain written records of any allegations a child makes against staff and volunteers and report these in line with this policy.
- If a child touches a staff member or volunteer inappropriately, record what happened immediately and inform the DSL.
- Always follow the school policy regarding behaviour management.

## **18. Code of Practice**

Staff should always:

- Take all allegations, suspicions or concerns about abuse, seriously (including those made against staff) and report these.
- Provide an opportunity and culture 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 against others. Risk-assess situations and activities to ensure all potential dangers have been identified and planned for.
- Treat others with dignity and respect.
- Adhere to YHCLT Code of Conduct for staff.

Staff should not:

- Permit or accept abusive or discriminatory behaviour.
- Engage in inappropriate behaviour or contact.
- Use inappropriate or insulting language.
- Show favouritism to any child.
- Undermine or criticise others.
- Give personal money.

## 19. Recruitment & Selection

Potential staff and volunteers are screened for their suitability to work with children as follows:

- All staff and volunteers 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 Disclosure and Barring Service (DBS) check, permission to contact two referees, including their current or most recent employer which are always taken up.
- All staff in a management position are subjected to a Section 128 check.
- All staff are checked against The Children's List
- All new staff receive Safeguarding induction and training, including the latest KCSiE as well as regular updates in line with the rest of the staff body.
- The potential staff member or volunteer will be interviewed for their suitability for the post.
- Staff and volunteers may be subject to a probationary period of 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 needed.

**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 children.

If a school knowingly employs someone who is barred from working with children, this would also be breaking the law. If there is an incident where a member of staff or a volunteer has to be dismissed because they have harmed a child or may have if they had not left, the Disclosure and Barring Service will be notified.

## 20. Children in Local Authority Care

**Aims:**

- To tackle any underachievement of children in care and to bring their achievement in line with their peers.
- To always consider how the school could more effectively meet the needs of children in care.
- To provide every child in care with an effective Personal Educational Plan (PEP).

Barriers to the educational success of children in public include:

- Lack of effective advocacy.
- Lack of stability and continuity due to moves of placement and school
- Prolonged periods out of school
- The Governor with responsibility for Safeguarding is Julie Lynch
- The Governor responsible for children in care is Julie Lynch
- The Designated Teacher for Children in Care is Rachel Hilton- this role is given high profile and priority.
- Every consideration is given to the provision of training for all staff within the school on issues relating to children who are in care.
- Positive working relationships are developed and maintained with Social Care.

## Designated Teacher Responsibilities

- To have knowledge and understanding about care and the impact of care upon education.
- To ensure speedy transfer of information between agencies and individuals and ensure that each child has a Personal Education Plan and that a Home-School Agreement is drawn up with the primary carer.
- Ensures the needs of children in care are known to the SENCO, their carer and Social Worker. The PEP should detail their needs and the support already provided.

## 21. Contacts

### Hull

|                                    |                                |
|------------------------------------|--------------------------------|
| EHASH                              | (01482) 448879                 |
| Emergency Duty Team                | (01482) 300304                 |
| Local Authority Designated Officer | 07710 119092<br>(01482) 790933 |
| Police - Public Protection Unit    | (01482) 220393                 |