



# *Safeguarding Policy*

Reviewed: June 2015

By: K Keaney, Principal

Approved by Governors:



**Safeguarding children and protecting them from harm is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.**

(Working together to Safeguard Children, March 2015)

## **SPTA Child Protection Statement**

School Partnership Trust Academies (SPTA) is fully committed to promoting children's rights, notably their right to be protected from harm, abuse and exploitation and to be involved in any decisions that directly affect them.

SPTA has a duty of care to implement effective policies and procedures for safeguarding the welfare of children and young people. In order to achieve this we will ensure our employees and volunteers are carefully selected, screened, trained and supervised. Furthermore we will actively endeavour to keep up to date with national developments relating to the care and protection of children and young people.

SPTA will:

- Ensure that all employees understand their legal and moral obligations to protect children and young people from harm, abuse and exploitation
- Develop best practice in relation to the recruitment of all employees and volunteers through safer recruitment training
- Provide opportunities for all newly appointed employees and volunteers through the provision of induction training, which gives an overview of the organisation's purpose, values, structure and services
- Ensure that all employees and volunteers understand their responsibility to work to the standards and procedures detailed in the organisation's Code of Conduct and the relevant Local Safeguarding Children Board (LSCB) procedures
- Ensure that all employees and volunteers understand their obligations to report care or protection concerns about a child/young person, or an employee's / volunteer's conduct towards a child/young person, to the organisation's designated person for child protection
- Ensure that all procedures relating to the conduct of employees and volunteers are implemented in a consistent and equitable manner
- Ensure that the designated child protection officer understands their responsibility to refer any child protection concerns to the statutory child protection agencies (i.e. police and/or Local Authority Designated Officer (LADO) and/or social worker)
- Ensure that the organisation meets all its responsibilities in adhering to the requirements of the Children Act 2004 and Childcare Act 2006
- Provide opportunities for all employees and volunteers to develop their skills and knowledge particularly in relation to the care and protection of children and young people
- Ensure that children and young people are enabled to express their ideas and views on a wide range of issues and will have access to the organisation's complaints procedures



- Endeavour to keep up to date with national developments relating to the care and protection of children and young people

Failure to comply with the principles outlined within this statement and the associated policies and procedures will be addressed without delay in accordance with the SPTA Disciplinary Policy.

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In writing this policy we recognise that safeguarding is everyone's responsibility and for services to be effective they should be child centred.

We acknowledge that as set out in Working together to Safeguard Children (March 2015),

*'Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and to have consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs.'*

This policy also takes account of other associated government legislation published in March of 2015:

- **Keeping children safe in education**
- **Information sharing. Advice for practitioners providing safeguarding services to children, young people, parents and carers**
- **What to do if you're worried a child is being abused - Advice for practitioners.** We note that the advice is non-statutory and has been produced to help us identify child abuse and neglect and take appropriate action in response.

Our Policy for Child Protection and Safeguarding is also informed by Ofsted's definition of safeguarding used in the Children Act 2004, and in the government's guidance document *Working together to safeguard children*. (See [Appendix 1](#)) This can be summarised as:

- protecting children and young people from maltreatment
- preventing impairment of children and young people's health or development
- ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable those children and young people to have optimum life chances and to enter adulthood successfully.

The academy notes that Ofsted (*Inspecting Safeguarding*, January, 2013) states that 'safeguarding is not just about protecting children from deliberate harm. It includes issues for schools such as:

- pupils' health and safety
- bullying, including cyber-bullying (by text message, on social networking sites, and so on)
- racist abuse
- harassment and discrimination
- use of physical intervention
- meeting the needs of pupils with medical conditions
- providing first aid
- drug and substance misuse



- educational visits
- intimate care
- internet or e-safety
- issues which may be specific to a local area or population, for example gang activity
- appropriate arrangements to ensure school security, taking into account the local context.

NB: It should be noted that whilst some of the above issues form part of this policy, the remainder are covered in separate policies forming part of our day to day practice for looking after the health, safety and well-being of all of our students.

## **Purpose of a child protection policy**

An effective whole school child protection policy is one which provides clear direction to staff and others about expected codes of behaviour in dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways that support the needs of the child.

Hull Trinity House Academy is fully committed to the principles of child protection as an essential part of ensuring its aims are met.

Our academy fully recognises the contribution it can make to protect children and support students in school.

There are three main elements to our Child Protection policy:

### **1. Prevention:**

We are committed to creating a school ethos of openness and trust in which our students can be happy, safe and confiding.

We undertake to highlight Child Protection issues in staff recruitment and when allowing others into school.

We look for opportunities to develop self-safeguarding skills and attitudes amongst students within the pastoral and academic curriculum.

### **2. Protection:**

We follow agreed procedures at all times; ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns.

### **3. Support:**

When and after an issue occurs, the victim might need further support or a situation may have to be monitored closely, sometimes over a period of years.



This applies both to students and to school staff who may have been abused or suffered strain and emotional trauma. This policy applies to all students at the school.

## Section 1 : Prevention

The school recognises that for children, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevention.

- Our academy will therefore:
- Establish and maintain an ethos where the children feel secure and are encouraged to talk, and are listened to;
- Ensure that students know that there are adults in the school who they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PSHCE which equip students with the skills they need to stay safe from abuse;
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

### Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within schools and the LA who have specific responsibilities under Child Protection procedures.

Within Hull Trinity House Academy, there are two Named Persons who should be regarded as the first point of contact when Child Protection issues are raised, whether by staff, students, parents or others. Because they have a key co-ordinating role, they should also be the first point of contact within school for external agencies.

The two Named Persons also need to share information with each other on a routine basis.

The two Named Persons are Paulette Waterman, Head of Student Services and Zoe Kirk, SENCo. They are named on the Action Flowchart displayed in the staffroom.

In the event of both of these being absent or unavailable, reports must be made immediately to the Vice-Principal or Assistant Principal, in that order.

Staff are also advised that as specified in 'Working together to safeguard children', March 2015,

*'anyone who has concerns about a child's welfare should make a referral to local authority children's social care. For example, referrals may come from: children themselves, teachers, a GP, the police, health visitors, family members and members of the public.'*



Although staff are able to make direct referrals to Social Care, *we prefer that wherever possible any concerns/issues in the first instance are passed on to one of the two named persons for child protection/safeguarding.*

There is a Named Governor for Child Protection, Captain Watts, who is responsible for ensuring that there are policies and procedures in place and that these are kept under review. It is not however, a Governor's role to become involved with the detail of individual cases.

The child protection coordinator 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 in relation to ongoing cases including attendance at relevant meetings
- ✓ Arranging training for staff/volunteers, including those newly appointed
- ✓ Ensuring that all relevant information is passed to the Principal
- ✓ Speaking to students with complaints against staff/employees of Hull Trinity House Academy in conjunction with SLT.
- ✓ Liaising with appropriate pastoral staff to support vulnerable students.

Schools do not operate in isolation. Child protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Hull Safeguarding Children Board.

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 only if the enquiry leads to a referral.

The Child Protection Co-ordinator may share limited information on a need to know basis amongst the staff/management but respecting the need for confidentiality.

It is not the role of the Child Protection Co-ordinator to undertake an investigation into the concerns or allegations of harm. Their role is to collate and clarify details of the concern or allegation and to provide this information to the Local Authority Access & Assessment Team or Locality POD if Social Care is already involved whose duty it is to make enquiries in accordance with section 47 of the Children Act 1989.

In Hull, any Child Protection concerns should be forwarded to the Access and Assessment Team within Social Services. This is initially done by phone and HAS to be followed up in writing WITHIN 48HRS. A copy of this referral should also be sent to the Safeguarding Team.



## Procedures

We will follow the procedures set out in the Hull Safeguarding Children Board's Guide on Safeguarding.

An Action Flowchart summarising the steps to be taken in the event of concerns is displayed in the staffroom at all times.

Swift decision making is essential.

It is stressed to staff that any Child protection suspicion or disclosure must be passed to the Named Person immediately and directly. If possible abuse comes to light midway through a teaching session, someone should be summoned to supervise the class.

Children should not be quizzed repeatedly, so if an initial disclosure is made to a Teaching Assistant, an in-house referral should be made on this basis alone.

New teaching staff, TA's and key staff receive induction training into the school's protection procedures. This is part of the Principal's role. We recognise in particular that although Newly Qualified Teachers are likely to have some basic training in Child protection, they are unlikely to be familiar with regional or school procedures.

Trainees also receive induction training that includes guidance on child Protection and confidentiality. Students and trainees are also required to find out more about child Protection to fulfil their own course requirements. (See also: 'Training and Support', below).

Child Protection procedures are explained to parents and carers through the school brochure they receive on entry to main school. Child Protection responsibilities and procedures are also covered by the Principal during new parent induction meetings, where there is opportunity for questions to be asked.

Other adults working in school are required to:

- Be aware of and follow the school's Child Protection policy;
- Undertake further training as required;
- Treat all Child Protection issues swiftly, sensitively and professionally, in line with Policy.



## Section 2: Protection

### Safe School, Safe Staff

Child protection is not simply about things that happen outside school. The school itself has to be a safe place, in terms both of the people within it and the procedures they follow. Having regard to the principles of good practice described in 'Safeguarding children and Safer Recruitment in Education' (DFES 2007)

### Recruitment and Selection

Ensuring children's safety from abuse is a key part of appointing staff. Hull Trinity House Academy ensures:

Advertisements are designed to demonstrate that Child protection awareness is high on the school's priorities and that the school will be proactive in questioning prospective applicants about Child Protection. *"The post carries a requirement for an enhanced disclosure under the provision of the Police Act 1997. We will require you to give permission to carry out a disclosure"*

Standardised application forms are always used alongside CVs.

DBS checks are made in all cases. A single, Central Record is held and updated at all key points in time, e.g. new appointments, updated DBS checks.

All references are taken up and verified.

Qualifications and experience are validated. Photocopied qualifications are not accepted.

Employment records are scrutinised and any career break, sudden job change or dismissal are examined.

All interviewees are asked specifically: "are you, or have you ever been the subject of a Child Protection investigation?"

Prospective or new employees are asked about their Child Protection training and experience on interview or during induction, so that further training can be arranged where necessary.

### Supply/Agency Staff

We only use reputable agencies that demonstrate an awareness of, and commitment to child Protection. Every agency we use has a contractual obligation to ensure that staff they send us have been DBS checked.

In addition, the agencies used most extensively by school send us personnel details about prospective supply staff, including their DBS status. Wherever possible, these agencies are used. We also try to use staff who have worked at Hull Trinity House Academy before, which means fewer 'last minute' supply staff for whom individual personnel records are not available.



The School Data Manager handles most bookings and is fully aware of child protection requirements. She must ensure that we have written confirmation from the Supply agency about their DBS checking processes and that anyone being sent to us has full DBS clearance.

There may be infrequent occasions when an 'unknown' supply teacher has to be sought at short notice and it is not possible to see their personnel details in advance. In these cases we rely entirely on the agency's quality control procedures and their contractual undertaking to us. We should always request at time of booking that personnel details are forwarded to us at the earliest convenience. This means that we have these to hand if their stay is extended or if we employ them again. If any member of staff has cause for concern regarding a supply teacher, they will be asked to bring their DBS with them so that we can verify it for ourselves and take a copy for our records.

### Other Adults in School

Anyone who comes into school regularly to work with children undergoes DBS checking. This includes parents and volunteers. 'Regular' in this context means more than two sessions in any half term. Anyone whose DBS clearance is pending must be supervised to ensure that they are never left alone with children; this means that whichever school manager agrees to their placement should be responsible for informing their immediate line manager - that DBS clearance has not yet been obtained, and equally, when it has. The person who does the 'hiring' assumes an active responsibility for covering Child Protection requirements, and this has to begin from the moment they begin to consider offering a job placement, or role in the school. From the first 'interview', whether formal or not, DBS status needs to be on the agenda and followed up rigorously. When we are offering a placement to someone from another institution (e.g. Student Teacher) we ask about its own vetting arrangements and ask the placement teacher to bring their DBS certificate and a form of photographic identification that we copy and keep in our records. This includes Work Experience placements; we do not accept 'cold callers' but only deal school to school so that we can stipulate that any student placed with us must not have a previous record of bullying or abusive behaviour.

We note that The Protection of Freedoms Act 2012 has removed the requirement for schools to carry out a DBS check on governors simply because of their office. Governors who volunteer to work with children are also exempt from the requirement to hold an enhanced DBS disclosure certificate as long as they are **appropriately supervised** by a member of staff who has undergone such checks (Ofsted Section 5 briefing (Safeguarding) January 2013)

### Site Safety

The school itself has clear security policies and during school hours all visitors are required to enter via the Front Reception Office and sign in. All staff are instructed to politely challenge any stranger seen unaccompanied in or around the school building.

Whilst the site is apparently secure, it is vital that whenever students are unsupervised any unknown adult entering the grounds or loitering on the perimeter should also be politely challenged; if they



are behaving in an aggressive or unpredictable way the students need to be moved away, and a senior member of staff be immediately alerted.

### Third Party Assault

If a child is assaulted by someone who is not a member of school staff or a parent/carer, or alleges/discloses assault, the parent should be informed immediately and the matter discussed with them. It is the parent's responsibility in the first instance via the CPC, to decide on appropriate action. If the parent fails to act and leaves the child at continued risk then that may become a matter of neglect. If there may be a risk to other children as well, then school will need to follow Child Protection guidelines and contact CPC. The local police need to be informed of incidents as appropriate. The CPC will decide, note and file decisions, response and response times etc.

### Holding, touch and physical contact (Appendix 2)

It is not practically possible (and nor would it be desirable) for staff to avoid all physical contact with children. Education policy is clear on this matter: "It is not intended that guidance should deter normal physical contact between staff and children ... for some youngsters physical contact may form an important element of their everyday education. Staff should feel able to express appropriate affection towards children and provide comfort to ease a child's distress." Children may seek or need physical reassurance from the adults who care for them.

Corporal punishment is unlawful and not condoned in any form at Hull Trinity House Academy. It includes:

- Slapping
- Throwing missiles
- Pinching
- Squeezing
- Shaking
- Rough Handling

However, teachers do have a common law duty to act as any reasonably prudent parent would, and are required to exercise it "*in a manner which promotes the children's welfare and good order.*"

Teachers "*and other persons authorised by the Principal to have care and control of pupils*" may use reasonable force in order to

- Avert an immediate danger of personal injury to the young person, another person, or themselves;
- Avoid immediate danger of serious damage to property;
- Prevent a criminal offence being committed;
- Prevent serious disorder and ill-discipline



Physical intervention must be deliberate and controlled and employ the minimum amount of force required.

**'Reasonable Force' to control or restrain a pupil (Appendix 3) (also see Physical Restraint Policy)**

The use of reasonable force is treated by s550A of the Education Act 1996 and DfEE Circular 10/98. Hull Trinity House Academy adheres to this national guidance as supplemented by Hull's policy and guidance on Physical Restraint.

When any physical force has had to be employed, there needs to be a written recording of the event on an Incident Report Form and both the CPC and Principal need to be immediately informed. The matter will be thoroughly investigated and a copy of the Incident Report will be placed on the member of staff's file and the pupil's file. All pupil files are kept until the pupils reaches 25 years of age.

**The use of force to prevent truanting from school premises**

In the first instance, staff should explain and remonstrate with the child. They may temporarily hold a child by the arm. As leaving the school could be considered likely to put the pupil at risk, it would normally be considered reasonable to physically intervene to prevent it. Any decision should however be made in the light of the general principles outlined above. If a child does actually abscond from the premises, this procedure should be followed:

- Try to call back the child, and watch where they are going;
- Do not give chase, as a child is more likely to 'run';
- Send for a member of senior staff immediately;
- The member of senior staff will decide whether it is appropriate to follow the child;
- A decision will need to be made as to whether to dial 999 and inform the police, as an unsupervised child out of school is probably at risk;
- The parent must also be contacted immediately and informed of the situation.

**Photos and videos**

Photos and videos can be important learning aids and it is important for students and families to build their own archives and foster a sense of pride and growth.

Care does however need to be exercised about where photos are taken, by whom, for, whom, and why.

Photographs and video images of pupils and staff are classed as personal data under the terms of the Data Protection Act 1998, and use of them requires consent.



Some parents do not like any photos to be taken of their children. They need to let school know as soon as possible; they are informed of this in the admission document. There is a section in the admission document where parents are asked to sign to confirm that photographs of their children can be displayed in public areas within school (eg on wall displays).

If parents want to take still photographs of their own children at school they may do so by arrangement but should not include other children in the photography. Videos should not be made, except by staff for use in school.

Any filming or photography to be used outside school (eg for Hull LA, the press, student evidence portfolios) needs the parent to give written consent.

Where photographs of children are published, it is good practice to avoid naming the pupil. Similarly, if a pupil is named – say in a newspaper report – their photograph should not be used.

Special care should be taken when photographing children who are from families escaping violence or subject to threats of abduction, as a photograph being seen by the wrong person could have unfortunate consequences.

Photographs should never be taken of children when changing, undressing for PE or swimming.

#### **Training and Support for Identification (Appendix 4)**

Our academy will ensure that the CPC and the nominated Governor for Child Protection attend training relevant to their role. The CPC will attend refresher training at least every two years.

All adults whose jobs involve contact with children will receive a basic induction into school Child Protection procedures.

*“Because of their day-to-day contact with individual children during school terms, teachers and other school staff are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop”.*

*(Working Together – Under the Children Act 1989)*

Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet. In the case of female genital mutilation, children may be taken out of the country to be abused. They may be abused by an adult or adults, or another child or children. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period of time, but can also be a one-off event. Child abuse and neglect can have major long-term impacts



on all aspects of a child's health, development and well-being. It is therefore essential that all staff within the academy receive training on the signs and symptoms on abuse. (See Appendix 4)

There will be in-house refresher Child Protection/Safeguarding training for all staff every year. In-house refresher training sessions are compulsory for all Teaching Assistants, mentors, supervisors and other staff within the academy, and are open to Governors. The training focus is on the Signs and Symptoms of Abuse, along with academy policy. The Vice Principal is responsible for ensuring that this takes place and is recorded.

Current issues and individual cases will be shared with staff on a need-to-know basis. This flow of information is controlled by the CPC.

The school's Child Protection Register and Safeguarding Log is a back-up mechanism to alert staff to possible issues and prevent important knowledge from being lost.

All staff are made aware that any queries about the system or concerns about children should be raised with the Named Person.

## **Child Sexual Exploitation**

We recognise that CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

## **Female Genital Mutilation (FGM)**

We recognise that FGM can cause serious health consequences that last a lifetime and are aware that it is illegal under UK law.

Training on FGM has been undertaken by one of the Academy's safeguarding leads who has also advised staff not to be complacent about FGM because we are a boys' only school. Staff have been advised verbally and through email that information from students as part of direct or overheard conversation could indicate that a female sibling or relative could be at risk of FGM. Any concerns should be report to the CPC for appropriate information sharing.

For advice, support or to report it, the NSPCC advertise a free 24 hour anonymous helpline: 0800 028 3550.

## **Radicalisation/extremism "The Prevent Duty"**

The Academy recognises that The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare,



education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").

In addition to well established links with Humberside Police as active participants of the Safer Schools Partnership, the Academy is aware of the need to prevent its young people from the risks of radicalisation/extremism. Staff have received training from Humberside Police's Prevent lead officer and members of the Senior Leadership Team (SLT) are currently planning how best to raise student awareness of the risks of radicalisation as part of the safeguarding elements of the broad and balanced curriculum that schools are required to provide.

Any concerns regarding extremism/radicalisation should be raised and recorded in the same manner as any other concern. The Child Protection Co-ordinator will then liaise directly with Karen Windross - Humberside Police, Prevent & Engagement Officer (PC 1857 - Karen Windross) or referrals may be made through the Humberside Police link available on [www.humberside.police.uk/prevent](http://www.humberside.police.uk/prevent)

### Self-Harm

Academy staff can play an important role in preventing self-harm and also supporting students and peers currently engaging in self-harm.

Any member of staff who is aware of a student engaging in or suspected of being at risk of engaging in self-harm should **always** consult with the Child Protection Co-ordinator.

Students need to be made aware that it may not be possible for staff to offer complete confidentiality. **If a student is considered to be at serious risk of harming themselves then confidentiality cannot be kept.**

All students who are known to self-harm or felt to be at risk are routinely referred in the first instance to our Student Support Adviser. She may then consult with or make referrals to other agencies such as the School Nurse or CAMHS.

Staff are also asked to be extra vigilant where there are any concerns about students known to self-harm or suspected of self-harming.

### Protecting staff against allegations

Staff should use common sense and avoid situations that could give rise to allegations of abuse.

They should avoid being in confined 'private' places with children, especially one-to-one. However, a child who needs intimate care should have their privacy respected, and where this forms part of a care strategy negotiated with parents, this overrides the general rule. If staff do have to spend time alone with a child, they should let others know where they are going and why.

Senior staff dealing with children within the Behaviour Policy should do so in a place where other staff could act as witnesses.



Staff should be particularly aware of children/parents who have made previous allegations of abuse, whether in the current school or elsewhere, and avoid any unwitnessed contact with such pupils. Children who display sexualized behaviours should also be treated with caution.

Staff taking pupils in their care are at particular risk, especially males and may refuse to do so. (see [Appendix 5](#)) If it is done, they must ensure that it is covered by their insurance and the parent has consented to the arrangement. In any case, taking children out of school alone is not recommended practice. It should only be considered in an emergency when not to do so might in itself leave the child at risk. In this event, do what is in the best interest of the child and then inform the CPC or the Principal of the action taken.

In the case of an allegation being made against a member of staff, Hull Trinity House School would adhere in full to the procedures laid out in local and national guidance.

### **Staff who face allegations of abuse**

Hull Trinity House adheres to Hull LA guidelines as published in 'Managing Allegations of Abuse'.

Allegations against the Principal should be passed immediately to the Vice Principal who must in turn inform the Chair of Governors, who in turn informs the Education Lead Officer (Principal ESW).

Allegations against other members of staff should be passed to the Principal, who consults the Lead Officer.

Schools are advised to avoid over-hasty decisions to suspend staff. Investigations do have to be undertaken as a matter of urgency but also need to be sensitive, thorough and professional.

### **Counselling**

It is normal and proper for some children to want to talk to their teachers about issues of importance to them. Staff do however need to be sensitive listeners rather than active counsellors if personal or sexual matters are raised.

Rather than responding on the spot, it is often advisable to take time to think. This allows opportunity to seek advice from the Principal and to frame a response which is both pertinent and professional.

As noted below, guarantees of confidentiality should not be given to pupils and Child Protection procedures must be followed in conversation indicates that a child might be at risk.

### **Confidentiality (See Appendix 6)**

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. The fundamental principles are that information should **only** be shared with those who might need to know, but that it **must** be shared with them and not kept hidden.



New staff are informed of the need for confidentiality during induction training.

Governors undergo their own induction and the need for confidentiality is part of this.

Following referral, information about a case should be normally shared with the child's regular teacher(s). Where the child works closely with a mentor or Teaching Assistant the Principal may judge it necessary to share some basic information with them too.

Great care needs to be taken in discussing such sensitive matters. In particular, the staffroom is not usually a suitable place to talk, nor is it appropriate to do so when others such as trainees, cleaners, other children or parents are nearby.

When information needs to be passed to third parties, the decision rests with the CPC as to whom, when and how. When a judgement is made that a formal referral is necessary the process is laid down in Hull's Safeguarding Children Board's 'Procedures and Guidance'.

### **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 seeks their agreement to making referrals to the Local Authority Access & Assessment Team. This should only be done where such discussion and agreement seeking will not place the child at an increased risk of significant harm. 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 Access & Assessment Team.

### **Records and Monitoring**

Well-kept records are essential to good child protection practice. Hull Trinity House Academy is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

### **The School's Child Protection Register and Safeguarding Log**

The Academy maintains separate lists for pupils with SEN, special Medical needs, Additional needs and Child Protection concerns, including welfare based issues.

Notes on specific incidents or concerns are passed to the Named Person, who shares them as required. All notes should be signed and dated. If teachers have any working notes, these should either be destroyed if no longer relevant or passed to the Head of Student Services for filing. The Child Protection Register and individual files are organised alphabetically by family. The files are kept in a 'Sensitive Issues' draw which is kept locked at all times and is based in the Head of Student Services' office. These are kept totally separate to SEN or general pupil records. All Child Protection / sensitive issues information is filed and logged by the Head of Student Services.



All meetings relating to Child Protection or sensitive issues ideally should take place in either the Principal's office or a meeting room within the Student Services area.

Child Protection records should never be taken into the classroom, the staffroom, or outside school.

There is no parental access to these records.

When a student leaves school or transfers elsewhere, Child Protection records are to be forwarded separately from any other general information about the pupil. They are to be in a separate sealed envelope, marked 'Confidential' and specifically for the attention of the Child Protection Officer for that school. The Head of Student Services (who deals with the transfer of records) should check with the Named Person if there is any doubt. She should also alert the Named Person to arrival of new children about whom s/he may have concerns.

Most 'Risk' information is passed on verbally, in person or over the phone. Whenever information is shared, staff must confirm that they are speaking to an appropriate person. This is normally Named Person to Named Person.

If someone phones for information we have to be sure that the person has a need and a right to know. If they are not known to us, we should take their number and arrange to phone them back, having checked the authenticity of the number against the phone book or via the internet.

Administrative staff and others should not confirm that a child is on the school roll unless they are confident that they know to whom they are speaking and that that person has a right to know. If there is any doubt, they should consult the CPC.

## **Requests for Information from Other Agencies/Information sharing (See Appendix 7)**

The Academy notes the guidance provided under *Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015)*. The advice includes the seven golden rules for sharing information effectively and can be used to supplement local guidance and encourage good practice in information sharing.

We realise that fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Information sharing is vital to safeguarding and promoting the welfare of children and young people. A key factor identified in many serious case reviews (SCRs) has been a failure by practitioners to record information, to share it, to understand its significance and then take appropriate action.

It should be noted that parents, carers or a 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 place a member of staff/volunteer at risk, consent does not have to be sought prior to the referral being made.

If unsure about whether to seek parental consent prior to a referral being made then advice should be sought from the duty social worker at the relevant Locality POD or the Access and Assessment Team.

Requests for information about children (attendance, presentation, concerns etc) are often made by Social Workers and others. We always endeavour to respond promptly and accurately.

Enquiries should always be channelled through one of the named Persons. If an agency contacts a teacher directly, they should inform a Named Person.

The CPC should always try to consult and inform teacher(s) before responding to a query about a child's current state and presentation.

## **Attendance at Child Protection Conferences**

A CPC or the Head of Student Services will normally attend Child Protection Conferences.

This is ideally the Named Person who has had most involvement with the particular case or family; where s/he has already attended Conferences, it is good to foster continuity and relationships by continuing in this role.

Prior to the meeting, it is the CPC's responsibility to collect and collate information from across school, including a report from all teachers. There is a standard school report procedure for this purpose and it is generally carried out by the Head of Student Services. If time allows, this written report should be sent in advance to the person convening the meeting.

As well as consulting subject teachers and other teaching staff, the CPC may well need to check attendance, punctuality and parenting issues through Student Services, the appropriate 'AT Risk' file and Behaviour file or SIMS, the Head of Student Services, and most recent information held centrally on all students.

After the meeting, the CPC should give a brief account of relevant points and outcomes to the teachers and others in school that have a need to know. They should also be kept informed of the arrival of conference notes and other relevant information.

On occasions, others may attend and/or be sent reports directly in their own name. In the interests of effective communication and security of sensitive documents, these should always be passed to a CPC. 'Personal' copies should not be retained.



## Section 3: Support

### Early help

We understand that 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. Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care.

Effective early help relies upon local agencies working together to:

- identify children and families who would benefit from early help;
- undertake an assessment of the need for early help; and
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

As part of our Early Help Provision at the Academy, we have recently employed a Student Support Adviser (SSA) who also has a social care background. The SSA works alongside the Head of Student Services and SENCo in identifying students felt to be in need of extra support to help them overcome any barriers to their learning and emotional well-being. Her support is focussed on finding out the wishes and feelings of students, maintaining contact with parents and carers and working alongside or referring to other agencies as appropriate such as social care, CAMHS (Children and Adolescent Mental Health Services), FASU (Family Assessment and Support Unit), the school nurse and the community police support officer. (NB: This list is not exhaustive).

Other Early Help provision includes regular awareness raising of cyberbullying, Child Sexual Exploitation, domestic violence, substance misuse, general online safety, body image, emotional wellbeing, pornography, condom use, first aid, healthy lifestyles, anti-bullying measures, crime and stress management through the use of outside agencies such as the school nurse, community police support officer, Cornerhouse and Prison Me No Way.

As part of the Academy's **Early Help** provision, there has been an increased focus on raising awareness of CSE through our support of the local 'Not in Our Community' programme and through frequent involvement of the sexual health charity, Cornerhouse. All students have had access through tutors to pocket/wallet sized information booklets advising them of CSE risk factors and who to contact about any concerns. 'Not in Our Community' posters are also on display in various parts of the Academy but notably Student Services and the refectory. Additionally, in the summer term of 2015, a group of our students were expected to work with the publicists for 'Not in Our Community' about how best to explore CSE issues with boys and young men.

The school nurse and Cornerhouse also hold regular drop in sessions for students in the Academy's Student Services area. Our PCSO is also a regular visit to the site.



Parents/carers are also supported and signposted to appropriate agencies for support, information, advice and guidance as appropriate. Our school nurse, community police support officer and student support adviser are routine sources of such support.

### Supporting pupils at risk

Our academy recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in their lives of children at risk. Whilst at school, their behaviour may be challenging or defiant. Alternatively, they may be quiet, moody, withdrawn, passive, or vary considerably from day-to-day.

All efforts consistent with maintaining the health and safety of others will be made to support such children before making a decision to exclude

Students deemed to be at risk should have a Pastoral Support Plan that will be maintained to co-ordinate efforts to keep a vulnerable child in school.

Children's behaviour and demeanour can also alert staff to possible Child protection issues where none were known of previously; this is especially the case when a child transfers to the academy from elsewhere and little or nothing is known of the family background. Any such suspicions should be reported to a Named Person, who will check with Child Protection to find out if there is any record of agency involvement or referrals unknown to school.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

This academy will endeavour to support students through:

- a) The curriculum to encourage self-esteem and self-motivation;
- b) The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- c) The implementation of school behaviour management policies (required under the Code of Practice, 1993 Education Act);
- d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
- e) Regular liaison with other professionals and agencies who support the students and their families.
- f) A commitment to develop productive, supportive relationships with parents/carers, whenever it is in the child's interests to do so.



- g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

This policy should be considered alongside other related policies in school.

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with any disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

It must also be recognised that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

**Named staff/personnel with specific responsibility for Child Protection**

Academic Year	CPC	Nominated Governor
2015/2016	CPO1 – Paulette Waterman CPO2 – Zoe Kirk	Captain Phil Watts

**Contacts**

**Children’s Social Care**

Access or Assessment Team (01482) 448879

Emergency Duty Team (01482) 788080

Child Protection Administrator (01482) 790933

Local Authority Designated Officer (01482) 790933

Education Officer (Safeguarding) (01482) 616599

Public Protection Unit (01482) 578488

[www.humberside.police.uk/prevent](http://www.humberside.police.uk/prevent) [Prevent@humberside.pnn.police.uk](mailto:Prevent@humberside.pnn.police.uk)



## Appendix 1 - Ofsted Guidance

### EFFECTIVE CHILD PROTECTION PRACTICE IN SCHOOLS

These notes of guidance from OFSTED have been updated with reference to Circular 10/95. From September 2008 all inspections under Section 5 must assure the school's full compliance with the requirements of this circular.

In best practice, schools

- a) Have an ethos in which children feel secure; their viewpoints are valued, and they are encouraged to talk and are listened to;
- b) Provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
- c) Work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
- d) Are vigilant in cases of suspected child abuse, recognizing the signs and symptoms, have clear procedures whereby teachers report such cases to senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals;
- e) Monitor children who have been identified as at risk, keeping, in a secure place, clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences.
- f) Provide and support child protection training regularly to school staff and in particular to designated teachers to ensure their skills and expertise are up to date, and ensure that targeted funding for this work is used solely for this purpose;
- g) Contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
- h) Use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, taking into account of the guidance for governors on sex education in circular 5/94;
- i) Provide clear policy statements for parents and staff on this and on both positive behaviour policies and the school's approach to bullying;
- j) Have a clear understanding of the various types of bullying – physical, verbal and indirect, and act promptly and firmly to combat it, making sure that pupils are aware of the school's position on this issue and who they can contact for support;



- k) Take particular care that pupils with SEN in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communicative skills;
- l) Have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance set down in circular 10/95.
- m) Have a written whole school policy produced, owned and regularly reviewed by school's staff and which clearly outlines the school's position and positive action in respect of the aforementioned standards.

## Appendix 2 - Guidance on Holding, Touch and Physical Contact

The key distinction is between appropriate and inappropriate touch. Inappropriate touch is unwanted, and/or sexual or rough.

Children need to be taught through the PSHCE curriculum to distinguish between inappropriate and appropriate touch and who to tell if they are uneasy or unhappy. Positive, open relationships between pupils and staff – the school ethos – make it easier for children to voice any misgivings.

The School's Physical Restraint policy gives sensible guidance which Hull Trinity House Academy staff should follow:

### **Holding**

Children may be held for a number of reasons not directly concerned with control. For example, and adult may:

- Insist on holding a child's hand when crossing the road
- Lead a child from disruptive/destructive behaviour by leading them by the hand or arm or by means of guiding them with an arm round the shoulder or back
- Separate and lead away from a fight or argument by holding them firmly.

Whenever possible, the adult who holds a student for these or similar reasons should have an established relationship with him and should explain what they are doing and why.

Holding should never arouse sexual expectations or feelings and should cease if the child gives any indication of this.

Staff should be careful where they hold children, avoiding, for instance, contact with breasts or genitals.



If the student forcibly resists or demonstrably objects to being held, holding should be discontinued and alternative approaches considered, ideally in consultation with other staff.

## **Touching**

Staff need to use professional judgement when involved in intimate care as to whether two members of staff need to be present.

Physical contact must not be in response to, or be intended to arouse, sexual expectations or feelings.

Age and gender are relevant considerations in deciding what is appropriate physical contact.

Cultural factors are also significant in this respect.

Where a member of staff feels that it would not be appropriate to respond to a student who is seeking physical comfort, the reasons for denying it should be explained to the child at an appropriate level and the child should be comforted verbally instead. If there are any concerns, staff should try to ascertain, through discussion with parents and other professionals, the significance for the child of physical contact with adults. If it is found that a child is simply not comfortable with physical contact, this should also be taken into account.

## **Appendix 3 - Physical Restraint**

Staff should always try to avoid the need for physical restraint, through anticipating and using strategies to divert or defuse a situation. It is only to be used where necessary, as a last resort, and be proportionate to the seriousness of the circumstances.

Every effort should be made to secure the presence of other staff before applying physical force, and it should not normally be attempted unless at least two members of staff are present. The only exception to this is when there is an imminent danger of harm, the general duty of care demands intervention, and the member of staff feels confident of success.

Staff must never:

- Use any neck-holds
- Put excess weight on any area
- Slap, kick, punch, poke, pull hair or bend fingers
- Apply pressure that works against the joints
- Threaten or inflict pain
- Approach head on, face-to-face



Staff should:

Preferably use holds that will take the child to a seated position rather than to the floor

Take account of the child's age, gender and stage of development

Minimize movement and the risk of toppling over

Continue to talk calmly and try to defuse the situation

Where the need for physical restraint can be anticipated, it is good practice to discuss the nature and boundaries of such restraint with the parents, and where appropriate, the child, so that all are clear about what will happen in given circumstances.

Behavioural difficulties will be addressed through the school's Behaviour Policy. School will liaise closely with parents and use a variety of positive methods to prevent dangerous, disruptive or destructive behaviour.

Physical intervention must be deliberate and controlled and employ the minimum amount of force required. Staff should always try to avoid the need for physical restraint, through anticipating and using strategies to divert or defuse a situation. It is only to be used where necessary, as a last resort, and be proportionate to the seriousness of the circumstances.

When any physical force has had to be employed, there needs to be a written recording of the event on an Incident Report Form and both the CPC and Principal need to be immediately informed. The matter will be thoroughly investigated and a copy of the Incident Report will be placed on the member of staff's file and the pupil's file. All pupil files are kept until the pupils reaches 25 years of age.

#### Appendix 4 – Signs and Symptoms of Abuse

##### Understanding and identifying abuse and neglect

As stated in the latest edition of 'What to do if you are worried a child is being abused':

##### Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;



- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

We recognise there are four main categories of abuse and neglect: **physical abuse**, **emotional abuse**, **sexual abuse** and **neglect**. Each has its own specific warning indicators, which staff should be alert to.

**Working Together to Safeguard Children (2015) statutory guidance sets out full descriptions.**

**Some of the following signs may be indicators of physical abuse:**

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
  - bruises or cuts;
  - burns or scalds
  - or bite marks.

**Some of the following may be indicators of emotional abuse**

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;



- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

**Some of the following may be indicators of sexual abuse:**

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

**Some of the following may be indicators of neglect:**

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

**We are also clear that staff need to be increasingly aware of indicators of child sexual exploitation (CSE), forming part of sexual abuse. These could include:**

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;



- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

## Appendix 5 - Staffing and Gender

### Staffing and gender

Hull Trinity House Academy adheres to Hull LA policy that “it is not appropriate to distinguish between male and female staff in terms of the direct work involving care and control that they carry out with children”.

In real life, however, situations are not always clear cut and other factors sometimes have to be considered. For example, staff need to have regard to cultural expectations and concerns. They also need to be aware of the need to try to protect themselves against allegations and not put themselves in potentially awkward situations. They must express any misgivings/dilemmas to a Senior Manager who will judge individual cases, consulting colleagues and/or taking legal advice as necessary. Where there is any incident which requires immediate action on Health and Safety grounds, the duty of care means that this must always be put first.

## Appendix 6 – Confidentiality Guidance

During induction, in undertaking further training and by reading this policy, staff are informed that they should never make promises to a child or adult that they will keep a matter confidential. There is sometimes a duty to share information with the appropriate agencies in order to safeguard a child and adults in school should not promise to keep secrets which it is their professional duty to disclose.

If, when speaking to a child, parent, relative, neighbour (etc) they seek promises of confidentiality (don't tell anyone else about this ...') it should be sensitively explained that we have an absolute duty to act, if necessary, to safeguard a child.

A form of words to an adult could be: “If you are going to tell me something which involves the safety or well-being of a child, I need to tell you straight away that I might have to share the information with others.” If the person has already disclosed something, it could be: “I understand that you don't want this to go further but it must be something you're worried about for you to tell me. Imagine how we'd both feel if something happened to the child. I have a duty to share this information with the people who need to know, but we'll try our hardest to make sure that matters are handled with sensitivity.” When speaking to a young child it could be: “I can't promise to keep anything you tell me a secret. The most important thing is that we make sure that you (or your sibling, or friend) are safe and happy, and that might mean that I have to tell someone else.”

In both cases, however, it is to be hoped that this intervention will not prevent the person from disclosing concerns, and they should be given assurances that any decisions taken will be made purely in the child's best interests.



## Appendix 7 – Information Sharing

*Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015).*

The seven golden rules for sharing information are:

1. Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide

Taken from *Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015)*



# Child Protection and Safeguarding at Hull Trinity House Academy

