



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

Child Protection and Safeguarding Policy

The Consortium Academy Trust (TCAT)
An Exempt Charity Limited by Guarantee
Company Number 07665828

Status:	Live
Policy Owner (position)	Deputy Director of Education
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Linked Documents and Policies	Whistleblowing Policy Safeguarding Report to Governors Staff Code of Conduct Inspecting Safeguarding in Early Years, Education and Skills Settings Working Together to Safeguard Children (2018) Keeping Children Safe in Education (2021)

**NB – This document can only be considered valid when viewed on The Consortium Academy Trust website. If the copy is printed or downloaded and saved elsewhere the Policy date should be cross referenced to ensure the current document is referenced*

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This policy should be read in conjunction with the following policies and guidance documents:

- Whistle Blowing Policy
- Keeping Children Safe in Education Statutory Guidance September 2021
- Staff Code of Conduct
- Inspecting Safeguarding in Early Years, Education and Skills Settings – Ofsted Sept 2019
- Working Together to Safeguard Children 2018
- Staff Child Protection Guidance
- Annual Safeguarding / Child Protection report to Local Governors
- The Current School COVID19 arrangements and associated risk assessments

For the purpose of this policy:

Staff refers to all paid adults, volunteers or learners on placement, working in any capacity in the Trust or in activities organised by the Trust, which bring them into contact with learners.

DSL	Designated Safeguarding Lead
DDSL	Deputy DSL
DSG	Designated Safeguarding Governor
LADO	Local Authority Designated Officer
ERSCP	East Riding Safeguarding Children Partnership
HSCP	Hull Safeguarding Children Partnership
CST	Locality Children Safeguarding Team
S&PH	Safeguarding & Partnership Hub (ERLA)
EHPH	Early Help and Prevention Locality Hub (ERLA)
DBS	Disclosure and Barring Service (formally CRB)
KCSiE	Keeping Children Safe in Education 2021 Statutory Guidance
SVSH	Sexual Violence and Sexual Harassment between children in schools and colleges September 2021
EW0/S	Education Welfare Officer/Service
YFS	Youth & Family Support
PET	Prevention & Education Team
GDPR	General Data Protection Regulation
CSC	Children’s Social Care

Sexual Violence refers to rape, assault by penetration, sexual assault or causing someone to engage in sexual activity without consent.

Sexual Harassment refers to a sexual comment, sexual “joke” or taunting, physical behaviour, online sexual harassment, consensual and non-consensual sharing of nudes and semi-nude images and/or videos, sharing of unwanted explicit content, up skirting, sexualised online bullying, an unwanted sexual comment or message (including on social media), sexual exploitation (coercion and threats).

Child Protection refers to the multi-agency arrangements to identify and protect children who are, or may be, at risk of Significant Harm.

Safeguarding refers to the protection, safety, and promotion of the welfare of all learners including when in offsite provision or activities and using IT. This includes the building of resilience and awareness of risk through the formal and informal curriculum. **See Ofsted definition of Safeguarding (Appendix J).**

Child refers to any learner under the age of 18.

Learners 18 or over refers to a concern about the welfare of a learners aged 18+, DSLs are advised to seek advice in the same way as for children e.g. Safeguarding & Partnership Hub (S&PH) may sign post

to Adult Services or refer to YFS. See also sec 22 in respect of staff / learner relationships.

Harmful sexual behaviour includes, but is not limited to, the following: using sexually explicit words and phrases, inappropriate touching, sexual violence or threats and full penetrative sex with other children or adults.

Upskirting refers to the act of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks (with or without clothing). Despite the name, anyone (including both learners and teachers), and any gender, can be a victim of upskirting.

HSCP LADO	Jacqueline Edhouse	01482 606112 / 790933
School critical incident, bomb threats etc & Educational Visits (not child protection)	24-hour guidance & Support	01482-392999
Family Information Service (FISH)	Early Help or COVID19 advice	fish@eastriding.gov.uk
Humberside Police	ER Protecting Vulnerable People Unit	01482-220809
Humberside Police	Hate Crime/incident reporting	101 https://www.reportingcrime.uk/HPhatecrime/
ER Safeguarding Children Partnership	General strategic and operational Safeguarding & CP advice and multiagency training	https://www.erscp.co.uk/ 01482-396994 erscp.enquiries@eastriding.gov.uk
Hull Safeguarding Children Partnership	Statutory body bringing together key partners	Midmere Centre, Dorchester Rd, Hull, HU7 6BD 01482 379090 hscp@hullcc.gov.uk
Hull North Yorkshire North Lincolnshire North East Lincolnshire	Children's Social Care	01482- 448879 EDT 01482- 300304 01609- 780780 EDT 01609- 780780 01724- 296500 EDT 01724- 296500 01472- 326292 EDT 01472- 326292
Prevent Referral	Humberside Police ERY LA	101 prevent@humberside.pnn.polive.uk prevent@eastriding.gov.uk

1. Rationale

Covid 19

This policy is written whilst establishments are learning to live with the COVID - 19 pandemic. It should be read in conjunction with the school's additional risk assessments. These arrangements will be regularly reviewed and developed as the situation and the impact upon the life of the school and community and DfE/PH guidance changes over time.

- Our community fully recognises our responsibility to safeguard and promote the welfare of all our learners.
- We believe that not only is this a moral and statutory responsibility, but we know that children and young people who feel safe and secure at the school are more likely to achieve their full potential.
- We understand that the standards for positive and appropriate behaviour and mutual respect are set by example by our staff.
- Vulnerable children and those with additional needs are supported.
- We accept and carry out our responsibility to act on any suspicion, disclosure, or belief that a child is suffering or at risk of suffering harm. This includes acknowledging that sexual violence and sexual harassment is happening within our school and within our community. We commit to supporting those who are at risk or may have been a victim and having a zero tolerance to any type of sexual violence or harassment. Zero tolerance means this type of behaviour will not be ignored and should the school become aware of sexual violence or sexual harassment this will be taken seriously and the school's behaviour policy will be followed.
- We promote a culture of vigilance in our Trust

2. Related legislation and Guidance

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (KCSiE) (DFE 2021) includes Safer Recruitment and Managing Allegations against Staff
- Effective support for children, young people and families in the East Riding of Yorkshire Sept 2020
- Sexual violence and sexual harassment between children in schools and colleges (DfE September 2021)
- LA Safer Recruitment Guidance
- Equality Act (2010)
- Reasonable Force (DfE July 2013)
- Searching, Screening & Confiscation (DfE Jan 2018)
- Safer Working Practice for Adults who work with Children and Young People in Education Settings (Safer Recruitment Consortium)
- Safeguarding Children Partnership / School Staff Code of Conduct
- Information sharing advice for practitioners providing safeguarding services to children (HM Government 2018)
- General Data Protection Regulation (EU 2016/679)
- Trust Whistle Blowing (Safeguarding) and Allegation procedures
- Safeguarding Children Partnership – Guidance and Procedures
- Exclusion from maintained schools, Schools and PRU in England (DFE Sept 2017)
- The designated teacher for looked after and previously looked after children Feb 2018
- Sexual violence and sexual harassment between children in schools and colleges September 2021
- Disqualification under the Childcare Act 2006 statutory guidance for local authorities, maintained schools and schools and free schools DfE Aug 2018

- Inspecting safeguarding in early years, education and skills settings (Ofsted September 2019)
- The Prevent Duty– advice for schools and childcare providers (DfE 2015)
- Multi-agency statutory guidance on female genital mutilation (HM Govt July 2020)
- What to do if you're worried a child is being abused (HM Government, 2015)
- School Attendance- Guidance for maintained schools, schools, Independent schools & LAs (DfE Aug 20)

3. Other Safeguarding Related Policies

The Trust has a duty to ensure that safeguarding permeates all activities and functions. This policy, therefore, complements and supports a suite of policies, for example:

- Behaviour and Anti-Bullying Policy
- Special Educational Needs Policy
- Educational Visits Policy
- Health and Safety Policy
- Sex and Relationships Education Policy
- E-Safety Policy /ICT Agreement
- Whistle Blowing guidance
- Safer Recruitment
- Disciplinary Policy

The above list is not exclusive, but when undertaking policy development, the School / Trust will consider Child Protection and other safeguarding matters within each appropriate policy or guideline. (See *Ofsted Definition & Scope of Safeguarding (Appendix J)*)

4. The Policy

There are four main elements to the Child Protection and Safeguarding Policy:

- **Prevention** e.g. positive school atmosphere, support to learners, the SMSC and personal development elements in the formal and informal curriculum, safer recruitment procedures and Working Together to Safeguard Children (2018) by staff. Wider safeguarding policies and procedures in place to establish and maintain a safe and secure learning environment
- **Protection** by following agreed procedures, ensuring staff are trained and supported to identify and respond appropriately and sensitively to Child Protection and other safeguarding concerns and that there are clear systems of internal information sharing and record keeping. To ensure our learners know what unacceptable behaviour is in relation to sexual violence and sexual harassment. They should feel confident to report any unacceptable behaviour with the knowledge that they will be fully supported and action will be taken.
- **Support** to all learners, staff and children /young people who may have been abused, neglected, exploited or are in other ways vulnerable
- **Collaboration** with children and young people, parents, and other agencies to promote Safeguarding and Wellbeing for all our children and young people

This policy applies to all staff, governors, and visitors to the Trust. We recognise that child protection and safeguarding are the responsibility of all adults within our Trust. We will ensure that all parents and other working partners are made aware of our Child Protection Policy and procedures. All new staff will be made aware of the safeguarding procedures as part of their initial induction process.

During the period of COVID- 19 all staff and governors within our Trust will still administer the four main elements of this policy. Schools will monitor vulnerable children by liaising with parents/carers, social care teams and other multi agencies to endeavour that support is in place. Please see the addendum for actions taken during the COVID– 19 outbreak.

5. Trust commitment

The Trust adopts an open and accepting attitude towards children and young people as part of its responsibility for wellbeing care. Staff strive to ensure that children, young people, and their parents will feel free to talk about any concerns and will see the school as a safe place even when there are other difficulties in their lives. Learners' worries and fears will be taken seriously, and children and young people are encouraged to seek help from, or confide in, members of staff.

Our Trust will, therefore:

- establish and maintain an ethos where learners feel secure and are encouraged to talk, and are listened to.
- ensure that learners know that there are adults whom they can approach if they are worried or are in difficulty.
- include in the curriculum activities and opportunities which equip children and young people with the skills and knowledge they need to stay safe from abuse and develop resilience and an awareness of possible grooming or influence by violent extremist ideas and the dangers and consequences in engaging in inappropriate behaviour online.
- ensure that all forms of bullying and harassment including allegations of child-on-child abuse including sexual violence and sexual harassment, hate incidents and online bullying and abusive behaviour are dealt with at the appropriate level and in line with national and local guidance and not dismissed as immature behaviour or banter.
- educate all learners and staff in relation to sexual violence and sexual harassment and ensure everyone knows this is not okay and will not be tolerated in our school or our community.
- ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- ensure that staff understand when to make referrals to the DSL when there are indicators or concerns of possible neglect, sexual, physical or emotional harm and indicators of possible child sexual & criminal exploitation, Female Genital Mutilation, radicalisation, attendance concerns, peer on peer sexual violence and sexual harassment and forced marriage and that they have access to additional advice and support.
- operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children and young people.
- ensure that staff are aware of how and when to act on concerns that they have and work in a safe and appropriate manner at all times. They are aware that they are in a position of trust and what the implications are of that for their working practice and out of school conduct and that their conduct towards learners must remain beyond reasonable reproach.
- Fulfil the 'Duty of Care' towards staff by providing appropriate safeguarding guidance, induction and continuing training and support as required by KCSiE.

6. Multi Agency Safeguarding Arrangements

As a 'Relevant Agency' under the 2019 Multi agency safeguarding arrangements, the school recognises its statutory duty to co-operate with the relevant LA Safeguarding Partnership arrangements. The school understands and supports the expectation of active engagement with the partnership, appropriate sharing of information and contributing to interagency plans, early help, and support for children subject to Child Protection Plans. We understand and support the partnership arrangements for the auditing and assurance of our school's Child Protection & Safeguarding arrangements.

7. Confidentiality

We recognise that all matters relating to Child Protection are highly confidential and the DSLs will share that information on a '**need to know, what and when**' basis.

Staff are made aware that these concerns or other matters relating to learners should never be discussed elsewhere, unless in confidential meetings organised for that purpose. This includes the passing of written information or verbal discussion in any media including any social networking sites.

Staff are also aware that such breaches of confidentiality and data protection may result in disciplinary action as such breaches place vulnerable children at risk. In addition, such breaches would bring the Trust into disrepute and, under GDPR legislation, potential fines.

8. Roles and responsibilities and Early Help

All staff have received and have confirmed their understanding in writing about the current:

- a. Keeping Children Safe in Education – Part 1 for those who work directly with children (Safeguarding information for all staff). A condensed version of Part 1 (Annex A) for members of staff who do not work directly with children (Safeguarding information for school and college staff)
- b. Code of Conduct and Safe Working Practices Document
- c. Child Protection Procedures

All staff have access to the current:

- d. Keeping Children Safe in Education full guidance
- e. Child Protection & Safeguarding Policy
- f. What to do if you are worried a child is being abused
- g. Whistle Blowing Policy

All adults working with or on behalf of children or young people have a professional, moral, and legal responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse, neglect, exploitation and violent extremist radicalisation, sexual violence, and sexual harassment and to record and report concerns to staff identified with child protection responsibilities immediately

8.1 Early Help

All staff are particularly alert to the potential need for Early Help for children at risk also a child who:

- is disabled and has specific additional needs.
- has special educational needs (whether or not they have an EHCP).
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- is frequently missing/goes missing from care or from home.
- is misusing drugs or alcohol themselves.
- is at risk of modern slavery, trafficking or exploitation.
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- has returned home to their family from care.
- is showing early signs of abuse and/or neglect.
- is at risk of being radicalised or exploited.
- is a privately fostered child.

(KCSiE 2021 Para 19)

This responsibility is outlined in KCSiE which refers to the following:

- Sec 175 and 157 Education Act 2002
- Working Together to Safeguard Children 2018

- Teacher Standards 2012
- The Prevent Duty Guidance 2015
- Serious Crime Act 2015 (FGM & 'Honour' violence)

8.2 The School DSL/ Deputy DSL

The DSL or Dep DSL will be available on site when the school is open to advise staff or respond to urgent Child Protection matters. The DSL and Deputy DSL are designated to take the lead responsibility for Child Protection. This includes:

- providing advice and support and information to staff as appropriate.
- liaising with the LA and other agencies including the involvement in Early Help Assessments and plans.
- obtaining, maintaining, and transferring CP records for individual learners and liaising with previous and receiving schools.
- ensuring the preparation of appropriate reports for and attendance at Case Conferences, Core Groups and other multi-agency meetings.
- arranging appropriate induction and continuing training for all staff.
- liaising with the Headteacher and Designated Child Protection/ Safeguarding Governor.
- encouraging a culture in staff of listening to learners and taking account of their wishes and feelings and supporting measures and plans put in place to support or protect them.
- Ensuring that any educational or safeguarding assessments of children consider the **wider contextual environmental factors** present in the child's life outside the school or family and inform the development of support for learning, attendance, behaviour and mental and emotional health.

The DSL must keep individual members of staff appropriately aware of the actions taken in response to concerns that they have referred to the DSL. If the member of staff feels that that the actions taken are inappropriate, ineffective or that the situation of concern is continuing, they should raise concerns with the DSL or senior member of staff and press for reconsideration or discussion. If there is still a concern by the member of staff or they feel the situation is urgent they can refer to Children's Social Care or the LADO.

* For detailed Role of the Designated Safeguarding Lead see Annex C KCSiE 2021.

8.3 Management and Leadership by the Headteacher and Governors ensures that the time, resources, and training are adequate to ensure that the DSL responsibilities, as outlined in KCSiE, are carried out and that all strategic Child Protection and safeguarding arrangements are in place and effective.

8.4 The Local Governing Body has the responsibility to monitor and ensure that all CP arrangements, procedures, policies, and training are in place and effective. Safeguarding is an agenda item on every Local Governing Board meeting, and any relevant reports on the working of the Child Protection and Safeguarding policy are reported to governors in this way.

The Trust Board delegates responsibility for monitoring data to the Local Governing Board of each phase and fully recognises its accountabilities with regard to Child Protection and to safeguarding and promoting the welfare of children as outlined in Section 2 of KCSiE.

The Governors will:

- designate a Governor for Safeguarding who will monitor the effectiveness of the Trust Child Protection and Safeguarding Policy within each school, training and procedures and report any issues to the full Governing Board.
- ensure a written report is presented to each Local Governing Body meeting on the Child Protection/safeguarding work of the relevant phase and that the previous school year

annual report is presented to the Autumn Term meeting.

- remedy any identified weaknesses in the policy or application of the policy immediately
- ensure all Governors complete The National College 'Annual Certificate in Safeguarding for School Governors'.
- make opportunities available for Governors to complete ERSCP/Learning Link/National College:
 - Safer Recruitment training
 - Governor's Safeguarding Roles and Responsibilities training

The Governor with responsibility for Child Protection acts as a 'Champion' for Child Protection and liaises with the Headteacher and each School's DSL to report to and update and advise the full Board on the strategic and operational aspects of safeguarding.

Governors will not normally have access to details of individual Child Protection cases and understand the requirement for confidentiality.

9 Records and monitoring

- It is essential to keep detailed, accurate and accessible records in order to protect children and young people effectively. All staff are made aware of the need to record and report concerns about a child or children. At all times information sharing guidance and GDPR (2018) will be followed.
- All staff are made aware of the need to record, and report concerns about a child or children to the DSL immediately within the corresponding school.
- All concerns including a body map should be recorded on CPOMS. Where CPOMS is not available, staff should record such concerns or disclosures on a 'Record of Concern' sheet (Appendix B) and a Body Map (Appendix C).
- The DSL is responsible for such records and for deciding at what point these records should be shared with, or transferred to other agencies or schools, in consultation with the Headteacher or appropriate Senior Leader.
- Each individual child or young person's file of concern or official documentation will contain a 'Chronology Sheet' (Appendix E), which will detail and reference any concerns, contact with parents and other agencies, information shared, case conferences and other meetings or events. The file will also contain all other relevant information but be separate from the child's/young person's other school records. This may be produced by CPOMS reporting.
- Separate child/young person or if appropriate, family CP files are stored in a locked and secure location in the Leadership Office or secure Safeguarding Folder on the network. Only the DSLs (including Deputies and Safeguarding Manager) and Headteachers have access to these files.
- The information in these files may be shared with other agencies as appropriate and in some cases used as evidence by other agencies in line with current Information Sharing Guidance and GDPR (2018).
- Only factual verified information is recorded as such. Information 'reported' by outside individuals is clearly indicated.
- Parents may request to read their child's file under the Data Subject Access Request under GDPR. DSLs will seek legal advice or safeguarding advice from the LADO if such a request is made in order to ensure that only appropriate information is disclosed depending on the circumstances and any 'third party' information that will need to be redacted.
- The DSLs will decide what information needs to be shared, with whom and when, on a case-by-case basis. Confidentiality is essential but staff working with children/young people can only provide effective support and monitor concerns if they are made aware that there are concerns or at the least that individual children/young people are being monitored.
- Child protection records are reviewed each term to check whether any action, advice or updating is necessary to maintain effectiveness.

Transferring and retaining records

Records are transferred to the receiving school when children transfer at normal phase transition and at any other time, including to FE or other settings before the age of 18. This will be done within 5 days for any child transferring in year to another school or within the first 5 days of the new school term.

- Copies of records will be made if siblings attend the school, and the records are relevant to them
- When children transfer schools at normal phase transition, Child Protection and other safeguarding concerns will be discussed between DSLs and the appropriate support staff or DSL at the receiving school
- If the receiving institution is CPOMS enabled all records will be sent via secure online delivery. Where this is not possible, records are sent or if possible, handed to the receiving school separately from other records and marked 'Private & Confidential for the attention of the DSL'
- If sending by post records will be sealed in an envelope and marked as above and sealed in an addressed envelope before sending by recorded delivery
- If there are concerns about children changing schools at other times the DSL will contact the receiving school to alert the DSL of the concerns and records in transit
- Written receipt of records will be obtained from the receiving school
- When admitting children/young people at times other than the normal phase transition checks with the previous school will be made to establish if there is Child Protection information in respect of the child/children/young person
- The current early years, education or skills setting is regarded as the 'Custodian of the Records'
- Records should be retained by the setting they attended at 18 up to the 25th birthday of the learner

10 Recognising Concerns

Staff are particularly well placed to observe, and should be alert to, outward signs of abuse or risk-taking behaviour, changes in behaviour or poor or irregular attendance.

10.1 Physical, Emotional and Sexual Abuse & Neglect

The DSL and Safeguarding Governor ensure that all staff have received and been given the time to read KCSiE Part One and have access to the full guidance on '*What to do if you are worried a child is being abused*' Mar 2015, which contain detailed information about forms of abuse and related issues. All staff are aware of the possible indicators of abuse and neglect and how to respond to disclosures and other concerns.

10.2 Contextual Safeguarding

All staff will be made aware of the need to consider that wide aspects of the child's life beyond the family situation may place their safety and welfare at risk.

10.3 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Staff are made aware of the possible indicators of CSE and CCE and the need to refer these concerns to the DSL. All staff have received and been given time to read KCSiE Part One and have access to Annex B: Further information. Any concerns will be referred to the S&PH in order that the LA can consider this information in line with the Effective Support Guidance.

County Lines

Staff are aware that the exploitation of children to be used to carry drugs and money from urban to suburban, rural, market and seaside towns is a growing problem and that the East Riding is an area that is targeted.

We are aware that this is based on violent coercion or other threats to the young people and that learners or their siblings may be at risk of such abuse. We are aware of possible indicators including poor or irregular attendance, signs of physical injury or neglect.

10.4 Female Genital Mutilation (FGM) and Forced Marriage

Staff are reminded of the need to be aware of the possibility of such abuse at Primary and Secondary school age as outlined in Annex A of KCSiE 2021 and that they have a statutory duty and responsibility to report such concerns.

All staff are aware of the legal requirement to report concerns about possible FGM abuse. FGM is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.

The following reporting procedures in line with the relevant Safeguarding Children Board / Humberside Police agreed arrangements should be followed in case of the possible or disclosed FGM. However, if there is a suspicion that a girl is at immediate risk of such abuse police should be contacted via 999.

Reporting Concerns

- a) If a member of staff **suspects** that a girl has suffered or may be at risk of suffering FGM or subject to Forced Marriage they must discuss these concerns with the DSL immediately. The DSL will follow Safeguarding Children Partnership procedures and contact S&PH by phone. If the child is believed to be in immediate risk the Police should be contacted on 999.
- b) The DSL or Teacher will follow advice from S&PH before discussing such concerns with parents or carers.
- c) If a member of staff **discovers** by disclosure by the victim, or peer, or physical evidence (which is highly unlikely for a member of school staff) that FGM has taken place. The DSL must be informed immediately and should contact the Police and then the S&PH.

In this case if the member of staff is a teacher (or employed to carry out teaching duties) the referral to Police and the S&PH will be made by this teacher with the guidance and support of the DSL. For other staff such a referral will be made by the DSL but this will need to identify the member of staff and the information they have reported.

(This is in line with the legal responsibilities placed upon schools in respect of reporting procedure)

- d) A written 'Confirmation of Referral' form should be forwarded to S&PH in line with the local Safeguarding Children Partnership safeguarding procedures.

All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care and/or the police.

Teaching staff are legally required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

NB. The above does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

There are a range of potential indicators that a learner may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the learner.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the learner may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that may show a heightened risk of FGM include the following:

- The socio-economic position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from PSHE

Indicators that may show FGM could take place soon include the following:

- When a female family elder is visiting from a country of origin
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent

Staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

Indicators that FGM may have already taken place include the following:

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from the school followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear

Teachers will not examine learners, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSC (Children's Social Care) as appropriate.

FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

All forms of HBV are forms of abuse and will be treated and escalated as such.

Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will consult with the DSL who will activate local safeguarding ***procedures if concerns arise.***

10.5 Peer on Peer Abuse (child on child)

All staff are aware that children can abuse other children and that this can happen inside and outside of the school and online. All staff are aware of the different type of peer-on-peer abuse and the indicators.

Peer on peer abuse can include online behaviour such as sexting and bullying in addition to sexual or physical abuse and emotional abuse in forms such as homophobic, transphobic, disability hate, racist and other discriminatory behaviour.

All staff are aware of the changes to KCSiE 2021, particularly in relation to sexual violence and sexual harassment and acknowledge that this is happening in our schools.

They are aware of their responsibility to model appropriate behaviour and the need to report any suspicions to the DSL who will act appropriately to ensure this is investigated, acted upon and any support required is delivered in line with this policy, the Staff Code of Conduct and the school's Behaviour Policy.

The school's RSHE curriculum supports learners to identify this type of abuse, supports them to know this is not acceptable in any way and supports children to seek support should they require it.

The Governing Board (including the DSG), Headteacher, Senior Leadership Team and DSL and other senior and pastoral staff have also read and understood their responsibilities in relation to '*Sexual violence and sexual harassment between children in schools and colleges*' DfE September 2021'.

If there is a concern that the level of possible abuse may reach a threshold for Police and or Social Care involvement or that either the alleged victim or perpetrator should be offered support or intervention from the Locality Early Help Hub, appropriate referrals will be made.

In cases of possible hate crime, a separate referral will be made to the Humberside Police hate crime reporting system via 101 or online at the ERYC website. This will not prevent or delay the school in following our own internal disciplinary procedures and/or making a request for service to the S&PH if this is required.

If an incident has occurred during session time or is occurring that is clearly an urgent criminal matter, 999 will be called.

If any child involved in peer on peer abuse has a social worker, is open to Early Help or has a youth offending officer, the lead professional will be informed.

If allegations of such abuse are investigated by Police or Social Care the school will take advice from these agencies as to internal investigation and supervision of the learners involved. The school will make every effort to ensure that during such investigations all learners involved are treated fairly and consistently and that appropriate supervision and support is in place. Parents will be made aware of any specific arrangements that are put in place.

Whilst it is important that the school does not assume guilt without clear evidence or direction from other agencies, it is important to ensure that the victim or alleged victim is fully protected and supported throughout the process.

In circumstances where a learner may present a risk to peers or staff appropriate risk

management plans will be developed with appropriate advice from other agencies. These plans will be discussed with staff on a need-to-know basis and the child and parents/ carers.

Staff are aware that '**up skirting**' behaviour is a criminal offence and must be reported as such to senior staff as a form of sexual harassment.

10.6 Possible Violent Extremist Radicalisation & Hate Crimes

Staff are made aware that concerns about the possible radicalisation of, or influence on children/young people by violent extremist political or religious groups should be referred to Senior Leaders or the DSLs.

If it is felt that there are concerns about possible radicalisation to encourage violent extremism, including online, or concerns about the behaviour of parents or other family members a referral will be made to the police and local authority, prevent@humberside.pnn.police.uk and prevent@eastriding.gov.uk (Appendix I).

If there is an immediate concern of risk or emergency the school will call 999.

In cases of possible hate crime, a separate referral will be made to the Humberside Police Hate Crime reporting system via 101 or online at the ERYC Website. This will not prevent or delay the school in following our own internal disciplinary procedures in such cases.

The school ensures that controversial issues are discussed and covered within the curriculum and that these are not avoided but dealt with appropriately within the planned and informal curriculum.

Following an assessment of the levels of risk appropriate levels of training will be given to DSLs, Senior Leaders and other staff.

The PSHE (LIFE)/SMSC curriculum will ensure that issues such as **tolerance, respect, democracy and individual liberty** are covered in age-appropriate ways.

Visiting speakers and organisations will be checked to assess the suitability in respect of the above elements of PSHE (LIFE) /SMSC activities within the school.

10.7 Children Missing from or Learners Missing Out on Education (CME & CMOE) and Children absconding from School

- The school will only remove children/young people from the register if the statutory grounds for doing so are met and will inform the Local Authority of the intention to do so. In the case of CME the school will make all reasonable efforts to locate the child/ren as required by the guidance
- The school will inform the LA Education Welfare Service (EWS) if any learner fails to attend without permission for a continuous period of 10 days (20 sessions) or more and will refer children whose attendance has fallen below the agreed level to the EWS
- We will endeavour to obtain and maintain at least 2 emergency contact phone numbers for each learner and make all reasonable efforts to ensure that parents are reminded to update the school on number or contact changes. Parents who have not provided 2 contact numbers or updated the school will be contacted and asked to provide the contacts. All such attempts to obtain this information will be recorded
- If a child, who is subject to a child protection plan or otherwise open to CST, does not attend school without a verified valid reason the DSL will contact the assigned social worker

- If a child who is not open to CSC, that the school has concerns about, does not attend the school, the school will in accordance with the Effective Support guidance consult with or place a request for service with S&PH, the EWS and / or the police depending on the circumstances
- The school will ensure that they know the attendance of any children educated off site. The school has agreed process in place with its alternative provisions for first day absence calling. The school retains responsibility for the attendance of any child attending an offsite provision and will monitor and act as required
- The school also works with the EWS in relation to the monitoring of potential Learners Missing Out on Education
- If a child absconds from the site the school will make an initial search and contact the parent / carer or other emergency contact (**and Social Worker if open to CSC**). If after that search the child is not located the school will contact the police within 20 minutes of the alert or sooner in extreme circumstances

10.8 Serious Violence

All staff are aware of indicators or signs and symptoms that a child may be at risk or have suffered serious violence or be involved in such behavior possibly related to gang type activities or Criminal exploitation.

- Increased absence from school
- A change in friendships
- New relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

Staff will be made aware of some of the most significant risk factors that could increase a learner's vulnerability to becoming involved in serious violent crime. These risk factors include, but are not limited to, the following:

- A history of committing offences
- Substance abuse
- Anti-social behaviour
- Truancy
- Peers involved in crime and/or anti-social behaviour

Staff members who suspect a learner may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL

10.9 Private Fostering & Direct Payments

If the school is made aware that a child under the age of 16 (under 18 if disabled), is or may be cared for by someone who is not their parent or a 'close relative'*; in a private arrangement made between a parent and a carer; for 28 days or more, or where a placement is likely to be more than 28 days, a referral to the S&PH will be made.

*(Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity)).

If we are made aware that a direct payments worker is engaged by parents for overnight supervision of children, the S&PH will be notified if the school has concerns about such arrangements.

10.10 Domestic Abuse

The school is involved in the Humberside Police Operation Encompass Domestic Abuse alert system and supports learners appropriately when alerts are received. All staff are aware of the need to be alert to the possible indicators of Domestic abuse including coercive control and refer concerns to the DSL.

11. Responding to concerns.

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

- All staff have a responsibility to respond to disclosures by children or other concerns and pass these concerns on to the DSL **immediately** as outlined in (Appendix A)
- Staff do not need 'proof' of abuse and should not 'investigate' concerns
- This information must be recorded on the 'Record of Concern Form' (Appendix B or on CPOMS)
- Concerns relating to marks or injuries must also be recorded on a 'Body Map' which should be attached to the 'Record of Concern Form' (Appendix C or on CPOMS)
- If using a body map injuries or marks must be described, in addition to locating on the body map
- Photographs **must not** be taken of any marks or injuries

Staff are issued with a 'Child Protection Quick Reference Guide', and regularly reminded to maintain an 'It could happen here' attitude and **not to:**

- Dismiss concerns or disclosures as insignificant, they may provide a vital link to other information
- Keep such concerns to themselves
- Investigate or seek proof
- **Promise secrecy** to children/young people or adults making disclosures but reassure them that information will be shared appropriately and confidentially
- Ask closed questions that lead a child into a particular answer but if they need to clarify aspects of a disclosure by or about a child/young person use only 'TED' type questions i.e.; **T**ell me..., **E**xplain..., **D**escribe...
- Delay recording or passing concerns to the DSL
- Discuss with parents or carers

Staff are made aware that it is unacceptable legally, professionally, and morally for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff (see Section 20) and that any such failures will be regarded as potential disciplinary matters.

Each case will be considered by the DSLs who will decide what information to share with which staff.

12 Child Protection & Early Help

12.1 Children suffering or at risk of significant harm

If it is considered that a learner may have suffered or may be at risk of suffering significant harm the parent / carers will be made aware that the school will need to discuss the matter with the S&PH.

- However, if it is thought that:

Informing parents/ carers might place the child at continued or increased risk.

There is a possibility that a crime may have been committed.

In cases of suspected fabricated illness, radicalisation, FGM or Forced marriage.

Informing parents/ carers might place staff at risk.

Where a delay in obtaining consent may put a child at risk a contact to the S&PH will be made before discussing the matter with parents or carers.

- In either case this will be done **as soon as possible after the information or concern emerges** to ensure that the CST and in some cases the police are able to respond within the school day
- After a telephone contact to the S&PH the DSL or other delegated member of staff will email a completed **Request for Service Form (appendix L)- ideally immediately after initial telephone referral** and at the latest within 24 hours to support informed decision making
- If the child is already 'Open' to CSC an initial contact will be made with the Social Worker or if unavailable the 'Duty' team member at CST
- In the case of a child open to a 0-25 team Social Worker the school will contact her/ him. If open to another 0-25 worker the S&PH will be contacted
- After consultation with the S&PH the DSL may advise that the situation will be monitored and inform the appropriate staff
- In all cases records of discussions with the S&PH and other professionals will be recorded in the Child's file

12.2 Early Help Support

- If it is felt that a child or family may require additional Early Help support that cannot be provided by the universal services available in or to the school consent from parent / carers will be sought for a contact will be made to the Early Help Locality Hub in whose area the child or family live.
- If after discussion with parents/carers and with their consent it is thought that additional support may be appropriate, the school will submit a 'Request for Service' form to the Locality Hub in whose area the child lives
- The School will hear back from the Early Help and Prevention Hub (within 48 hours - Monday to Friday) as to their decision
- If a service is to be provided the school will become a vital member of a TAF meeting and professionals will work together with the family to complete an 'Early Help Assessment'. The school will follow the local guidance in relation to completing Early Help Assessments
- If the DSL believes that the child may be a child in need or a child in need of protection, then the DSL will consider if a consultation with the S&PH is required to discuss their concerns

12.3 Feedback & Escalating concerns about individual cases

When requests for support are made if the school does not receive written feedback on the decision reached by the S&PH or EHLH within 24 (or sooner in urgent cases) or 48 hours respectively we will contact the appropriate manager or duty worker to seek advice.

If the DSL feels that advice or action after discussion with the S&PH, the EHLH or the Children Safeguarding Teams is inappropriate, that the learner's circumstances are not improving or that

there are delays in the case management, the DSL will insist on discussion with the appropriate Team Manager and if the concerns persist escalate this further to the next Line Manager.

Records of all such discussions and responses will be retained in the learner's chronology.

The DSL will keep a record of all information collected and any subsequent decisions and action taken, including details of other persons involved in the decision-making. This will include recording reasons not to refer the concerns to other agencies or not to seek advice if that was the course of action.

The DSL will update the referrer as soon as possible on a 'Need to know' and 'Case by case' basis. If the member of staff feels that that the actions taken are inappropriate, ineffective or that the situation of concern is continuing they should raise concerns with the DSL or Senior Leader and press for reconsideration or discussion.

If there is still a concern by the member of staff or they feel the situation is urgent s/he can refer to the S&PH, the allocated Social Worker or the LADO themselves.

13 Vulnerable Children & Children with SEN, or disabilities, or Mental and Emotional Health concerns.

- Children/young people may be vulnerable because, for example, they have additional or Special Educational Needs, are Looked After, have experienced or are experiencing a form of neglect or abuse. We will seek to provide such children with the necessary support and to build their self-esteem and confidence
- Staff in contact with such children/young people will be made appropriately aware of the child's/young person's needs and circumstances in order to maximise the effectiveness of support
- Information from the DSL or other pastoral staff will inform the development of support in respect of attendance, learning, behaviour and mental & emotional health
- The school will arrange support for children with Emotional & Mental Health issues either by in the school and accessing universal services. If additional support is needed advice and support will be requested at the Early Help or Specialist level in line with the LA Effective support model
- Staff are reminded that **Children with SEN, disabilities, communication, or behaviour** problems are at greater risk of abuse, neglect and bullying than other children/young people. They may not be identified as being at risk of harm as indicators of possible abuse such as behaviour, mood, and injury may be assumed to be related to disability or SEND rather than possible abuse, neglect or bullying and communication of abuse may be difficult. Staff specifically supporting such children and other staff will be alert to these factors
- The Designated Teacher supporting Looked After Children will liaise with the DSL and staff involved with Looked After Children to support the child/young person and ensure that the needs identified in the child's/young person's Personal Education Plan are supported by staff involved with the child/young person
- Safeguarding implications will be considered when individual support plans are reviewed in the case of children/young people who require, for example, medication, some form of intimate care, and help with changing or physical support or physical intervention
- If a child, who is the subject of a Child Protection Plan or is otherwise open to the Children Safeguarding Team, is missing from the school without a verified valid reason the DSL will contact the assigned social worker or Children Safeguarding Team duty desk if unavailable
- If a child/young person that the school has concerns about, is missing the school will consider contacting the S&PH, the EWS and/or the police depending on the circumstances

14 Peer on Peer abuse, sexual violence and harassment

It is important for all staff to be aware that children/young people are capable of abusing their

peers and that any allegations, disclosures or concerns about such behaviour are treated as potential abuse and referred to the DSL. This includes incidents or behaviours that may have occurred outside of the school that staff become aware of.

Peer on peer abuse can take the same forms as adult on child abuse and include online behaviour such as sexting and bullying in addition to sexual or physical abuse and emotional abuse in forms such as homophobic, disability hate, racist and other discriminatory behaviour.

It is important that staff do not regard behaviour such as learners suffering sexual touching as 'part of growing up' or verbal abuse or harassment as 'banter' and are aware of the guidance in KCSiE 2020 Annex A and Part 5.

The DSL and other senior and pastoral staff are aware of and will be guided by: 'Sexual violence & sexual harassment between children in schools & colleges DfE 2018' and S&PH advice.

If there is a concern that the level of possible abuse may reach a threshold for Police and or Social Care involvement or that either the alleged victim or perpetrator should be offered support or intervention from the Locality Early Help Hub appropriate referrals will be made.

In cases of possible hate crime, a separate referral will be made to the Humberside police Hate Crime reporting system via 101 or online. This will not prevent or delay following our own internal disciplinary procedures in such cases.

If an incident has occurred during session time or is occurring that is clearly an urgent criminal matter 999 will be called.

If the behaviour does not reach a threshold for referral to the S&PH or the Locality Support Hub or the school is advised that the behaviour should be dealt with by the school appropriate action will be taken under the behaviour policy.

If allegations of such abuse are investigated by Police or Social Care the school will take advice from these agencies as to internal investigation and supervision of the learners involved. The school will make every effort to ensure that during such investigations all learners involved are treated fairly and consistently and that appropriate supervision and support is in place. Parents will be made aware of any specific arrangements that are put in place.

Whilst it is important that staff do not make an assumption of guilt without clear evidence or direction from other agencies, it is important to ensure that the victim or alleged victim is fully protected and supported in throughout the process.

In circumstances where a learner may present a risk to peers or staff, appropriate Risk Management plans will be developed with appropriate advice from other agencies. These plans will be discussed with staff on a need-to-know basis and the learner's parents/carers.

Staff are aware that '**up skirting**' behaviour is now a criminal offence and must be reported as such to senior staff as a form of sexual harassment.

15 Joint working with other agencies and Early Help

The Trust recognises that inter-agency working is essential if children/young people are to receive effective targeted support as early as possible. In this way we hope to ensure that barriers to learning and social inclusion are minimised for vulnerable children/young people. Each school is aware of and will follow the local safeguarding arrangements. The Trust is committed to initiating and supporting inter-agency work such as:

- Early Help Assessments and Team around the family meetings (TAF)
- CP Case Conferences, core groups and other multi-agency meetings
- Joint working with EWS
- Health & CAMHS intervention & assessment
- The school also works in partnership with Humberside Police as part of the Domestic Abuse alert system **Operation Encompass**

16 Case Conferences, Core Group TAF and Strategy Meetings

- The DSLs / Headteacher will ensure that the appropriate member(s) of staff attend Initial and Review Child Protection Case Conferences and subsequent Core Groups and that written reports are prepared for each Case Conference
- Reports will be compiled using the 'Signs of Safety' report templates after discussion with relevant staff involved with the child/young person
- Reports will be discussed, if possible, with parents before forwarding to the Case Conference Chair three days before an Initial and five days before a Review Conference unless the advice by the Chair or other professionals is that this should not be the case
- We will attempt to ensure representation at other meetings and where possible and practical, host such meetings
- Feedback following Conferences and meetings will be given to staff under the 'Need to know' principle on a case-by-case basis

17 Information sharing

In cases involving possible child abuse or neglect the Trust has a duty and the legal right to share information.

The DSL/headteacher will ensure that the sharing of information is in line with the UK Data Protection Act 2018 and UK GDPR and following principles as outlined in: *'Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers, July 2018'*, the seven golden rules to sharing information:

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 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, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis 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 clear of the basis upon which you are doing so. Where you do not 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.

7. A record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

18 Children's Concerns

The Trust recognises that listening to children/young people is an important and essential part of safeguarding them against abuse and neglect. We will seek to develop resilience in our learners and ensure that they are aware that they can seek help and support.

- Children and young people will be made aware of the opportunities available to them to seek advice and support within the formal and informal curriculum (Appendix F). This includes the teaching of the appropriate Relationship and Health Education (Primary) Relationship, Sex and Health Education (Secondary) from September 2020
- Children and young people are made aware that the school's approach to any incident of peer-on-peer abuse (including sexual violence and sexual harassment) is confidential and they understand that their concerns will be treated seriously. The school's reporting mechanism is promoted via and the school follows guidance from Part Five of KCSiE 2021
- Safe school procedures including Child Protection matters will be discussed by the School Council and through surveys etc. to gather children's opinions about the support systems in place

19 Vetting, Recruitment and selection of staff

- The Trust complies fully with Statutory Guidance 'Keeping Children Safe in Education Part 3 Safer Recruitment' and the ERLA safer recruitment (or other HR provider) supporting guidance
- The Trust ensures that DBS checks on all staff, Governors and volunteers who are engaged in Regulated Activity are carried out as required by the Statutory Guidance
- The Trust will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended
- Any staff or volunteers not in regulated activity are continually supervised by staff
- A Single Central Register for all staff, visiting staff, volunteers and governors is maintained
- The Head Teacher/Operations Manager/HR Advisor and at least one Governor complete the appropriate safer recruitment training which is updated every five years. All appointment panels will have at least one member who has completed this training in the last five years
- All staff are covered by the: **Disqualification under the 'Childcare Act 2006 statutory guidance for local authorities, maintained schools, schools and free schools Aug 2018'** requirements and staff are aware of their responsibilities to disclose any possible matters that need to be considered under this act. If such disclosures are made, the Head Teacher will seek advice from the Trust HR who will liaise with the LADO

See section 29 for further guidance on contractors, visitors etc

20 Induction

When new staff start within the Trust they are briefed on the Child Protection and Safe Working procedures and given time to read and discuss the following:

- Keeping Children Safe in Education (Part 1)
- Staff code of Conduct
- Working Together to Safeguard Children 2018
- The Child Protection and Safeguarding Policy
- The role and identity of the DSL & DDSL

Please see the Induction of New Staff Policy for further details.

Other short term or visiting staff and volunteers are made aware of the Child Protection reporting procedures within the Trust.

21 Staff Safeguarding Training and Awareness

All staff have received and have signed/electronically signed to say they have read and understood the following documents/guidance:

- Keeping Children Safe in Education (2021) Part One and Annex A
- Working Together to Safeguard Children 2018
- The Child Protection and Safeguarding Policy
- Staff Code of Conduct

And have access to the current:

- Keeping Children Safe in Education full guidance
- Trust Child Protection and Safeguarding Policy
- What to do if you are worried a child is being abused
- Whistle Blowing Policy
 - All staff (teaching and non-teaching) are reminded of the policy and procedures at the start of each school year and receive regular and topical updates as appropriate throughout the school year
 - All staff and DSG complete the National College online training 'Annual Certificate in Safeguarding'.
 - Other Governors complete the National College 'Annual Certificate in Safeguarding for School Governors'
 - The Workshop to Raise Awareness of PREVENT (WRAP) will be delivered to the appropriate staff following an appropriate risk assessment which will be regularly reviewed

22 DSL training

The DSLs & Deputy DSLs will complete the following ERSCP/National College training as a minimum. This training will be enhanced by other ERSCP training on topics relevant to the school's specific needs.

- Annual ERSCP / LA School DSL dedicated update and refresher training
- In school training, support & audit
- Safeguarding in Education (Online)
- Prevent Online Training
- FGM online training

Please note

As a result of the cancellation of ERSCP face to face training during the C19 crisis, the ERSCP is developing a programme of virtual safeguarding training modules including DSL specific training. The programme for this modular training will be circulated to DSL and will be added to this section of the policy template as soon as possible. The Trust have preempted difficulties and engaged with the National College for online training materials.

23 Reasonable Force / Physical Intervention

- Staff will ensure that the Trust policy on physical intervention (Positive Handling Policy) is followed.
- All incidents requiring such action will be logged with the Head Teacher or appropriate Senior

Leader, and parents informed on the same day.

- Incident Reports by all staff involved will be completed as soon as possible after the incident on the same day unless in exceptional circumstances.
- Staff must only use physical intervention as a last resort to protect the safety of children/young people or adults after a full range of appropriate de-escalation strategies have been used or in the event of serious situations where this is not possible. The decision to use reasonable force will be based on professional judgement and depend on individual circumstances and dynamic risk assessment.
- If required we plan positive behaviour plans for individual children, agreeing them with parents and training appropriate staff and thereby attempt to reduce the need for reasonable force
- Restorative methods will be considered after each such incidents and the learner's views on the incident sought.
- Support will be offered to staff involved and incidents will be reviewed by senior staff not involved directly.

24 Online Safety & Acceptable Use policies

The Trust's ICT Acceptable Use Policy explains how we try to keep learners safe and protect and educate them in the safe and appropriate use of technology. Behaviour such as cyberbullying and sexting will be managed through the anti-bullying procedures or Child Protection or CSE procedures if more serious.

Filtering systems are managed by the LA Schools IT service through an annual Service Level Agreement but we are fully aware that these filters are not infallible and staff are aware that effective monitoring is essential.

We understand that this situation has a level of risk but at the same time that an 'over blocking' system would prevent effective teaching of online safety and resilience and we take our responsibility to teaching children to manage their online safety in a technological world seriously.

The School's RSHE curriculum includes support for children and young people in identifying inappropriate online behaviour, how to report this and how they can seek confidential support.

25 Safe and Appropriate working

All staff are made aware and regularly reminded:

- That they are in a position of trust and what the implications of that are
- Of the requirements of the Working Together to Safeguard Children 2018 document and related policies
- If at any time staff are concerned that an action or comment made may be misinterpreted or that a child/young person behaves or makes a comment in a way that causes concern in this respect, they should log their concerns immediately with the appropriate senior leader and seek advice
- That failure to adhere to the Safe Working Practices Document / Code of Conduct and Teacher Standards including carrying out their safeguarding responsibilities may result in disciplinary action against them and, in some cases, allegations of inappropriate or abusive behaviour and Child Protection investigation
- That their conduct towards learners must remain beyond reasonable reproach
- That any sexual 'relationship' consensual or otherwise with learners up to 18 would constitute a criminal offence. Any such behaviour with learners 18 or over would be regarded as a serious disciplinary matter

26 Allegations against staff and Whistle Blowing

- All staff have access to;
 - The Trust Whistle Blowing Policy
 - Statutory Guidance – Allegations of Abuse made against teachers & other staff (Section 4 KCSiE)
 - Contact details of the Chair of Governors and LADO
 - The School Code of Conduct
- All staff are made aware of their responsibilities and procedure to follow in the strictest confidence
- However, it must be appreciated that in the case of a Whistle Blowing situation an investigation process may reveal the source of the information and a statement by the referrer may be required
- All staff are made aware that if they receive an allegation of inappropriate or abusive behaviour about a colleague, or feel required to make such an allegation, they should pass the information, without delay, to the Headteacher
- If the allegation concerns the Headteacher the referrer should contact the Chair of Governors, a Senior Leader or the LADO immediately. **It is unacceptable for any member of staff not to refer such concerns**
- The Headteacher (or other) will, on the same day, contact the LADO and follow the statutory guidance Keeping Children Safe in Education 2021` Section 4
- **All involved will attempt to ensure that any allegation is dealt with fairly, quickly, proportionately, and consistently in a way that provides effective protection for the child/young person and at the same time supports the person who is subject to the allegation**
- If the member of staff feels that that the actions taken are inappropriate, ineffective or that the situation of concern is continuing they should raise concerns with the Headteacher (or other) and press for reconsideration or discussion. If the concern persists and they feel the situation is urgent they can refer to Children’s Social Care or the LADO
- Staff are aware that an allegation may be made in respect of behaviour that: may have harmed a child, involve a crime, is inappropriate behaviour towards a child either in their professional or private life or behaviour in their private life or the community not involving a child but that may suggest that they could present a risk to children

27 Extended School and Offsite Provision and Educational/Residential Visits

Where extended school activities are provided and managed by the Trust, our own Child Protection and Safeguarding Policy will apply.

When learners attend off-site activities and provision including day, residential, work-related learning placements, and other alternative provision we will ensure that we obtain the same written assurances.

We will ensure that attendance at alternative or off-site provision for learners that remain on the school roll is monitored in the same way as other learners.

If vulnerable learners or learners that may present a level of risk to themselves or others are allocated alternative or other off-site provision the staff will discuss these issues with the provider to ensure that appropriate safeguarding measures and liaison between settings is effective.

In the same way the DSL will discuss such concerns with Educational Visits Coordinators and Visit Leaders at the visit planning stage.

28 Volunteers

activity as outlined in Part 3 of Keeping Children Safe in Education 2021.

29 Site Security, Visitors, Supply and Agency Staff and Contractors

Visitors to the Trust sites, including contractors and volunteers, are asked to sign in and are given a badge to confirm that they have permission to be on site. In addition, they will be asked to read a brief summary of the Safeguarding principles on site.

Visitors, contractors and volunteers engaged in regulated activity must be subject to enhanced DBS checks. If not engaged in regulated activity, the Trust must ensure that appropriate supervision is in place.

The site Operations Manager will always check the identity of contractors and their staff on arrival at the school by inspecting photo ID.

If other organisations provide services or activities on our site on our behalf including Agency Supply staff, we will obtain written assurances that these organisations have appropriate safeguarding, safer recruitment and vetting procedures in place.

The Trust will follow KCSiE Statutory Guidance and ER / Hull Recruitment Team advice in such cases. If supply staff are engaged directly by the school, the appropriate checks must be carried out.

The Single Central Register is maintained to ensure that all appropriate staff, volunteers, Governors, agency and contracted staff in regulated activity are entered on it.

Any organisations or individuals booking the Trust site or parts of it will be checked as far as possible for suitability including possible extremist activities and recruitment.

Communication systems are in place and understood by all staff and volunteers to ensure appropriate and safe responses in the event of critical incidents.

This includes the need to evacuate in the event of a bomb scare or fire or the need to initiate a complete or partial 'lock down.'

30 Parents and Carers

- We believe that our Child Protection and Safeguarding work will be more effective if it is carried out in partnership with parents and carers and that preventative and supportive strategies such as the Early Help Plans and intervention by Early Help Support Services.
- However, we ensure that parents are aware that we may in rare circumstances need to make Child Protection referrals or seek advice from Children's Social Care without their consent or knowledge. (Appendix G)
- Parents are also made aware that this policy is available via the Trust website or from each school. The name and contact details of each school DSG is publicised should parents wish to raise any suggestions or queries about the policy or specific issues. Any such concerns will be considered when the policy is reviewed and responded to by the DSLs or Headteacher.

31 Year Round Cover

We recognise that our children and young people may experience threat and harm at all times, including when they are on school holidays. Each School will develop a rota of appropriate people, including the Headteacher and DSL, to ensure that should a multi-agency emergency arise in the holiday we can fulfil our statutory duties under KCSiE. On occasions where parts of the holiday periods cannot be covered, the Headteacher should contact the Director of Education and central

team cover will be made available.

32 Policy Review

This policy will be reviewed annually in consultation with relevant stakeholders and the LADO.

APPENDIX A

Child Protection Guidance

Responding to Concerns - Disclosures

- a. React calmly, promise CONFIDENTIALITY **not** SECRECY
- b. Be aware of your non-verbal messages
- c. Keep responses short, simple, slow and gentle
- d. Do not stop a child or parent who is talking freely about what has happened
- e. Observe and listen, but only ask open ended questions if you need to clarify - this may be better left to the DSL or others

The use of 'TED' questioning may be appropriate:

Tell me what happened

Explain what you mean

Describe how it made you feel

Or other open ended type questions, E.g.:

What happened?

Where were you?

When did this happen?

Who was there?

How did it make you feel?

- f. If you have difficulty in understanding the child/young person or parent's communication method, reassure them that you will find someone who can help
- g. Tell the child or parent they have done the right thing by telling you
- h. Avoid making comments or judgements about what is shared
- i. Tell the child or parent what will happen next, and be honest

Make a written note on a 'Record of Concern sheet':

- What is said
- What, if any questions you asked and the responses
- Who is present
- Anything else that happens after the child discloses
- Ensure legibility, full dates & clear signature
- Maintain strict confidentiality
- If you see or are shown marks or injuries describe them and record on a body map (App C)
- Pass the information to the DSL immediately

APPENDIX B

Child Protection Record of Concern or Disclosure

Complete and pass to one of the school's Child Protection Coordinators as soon as possible on the same day.

Learners Name:	Class	Year:
	DoB:	
Concern identified by:	Date:	Time:
Nature of Concern / details of disclosure / other relevant information <u>Use Body Map (Appendix C) if appropriate</u>		
Continue on reverse if needed		
Passed to:	Received by:	Date:
Action taken by DSL (or person receiving this form)		
This form to be filed in learner's Child Protection file and noted on Child Protection chronology		

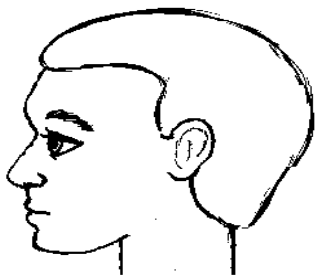
APPENDIX C

Child Protection Record of Concern - Body Map

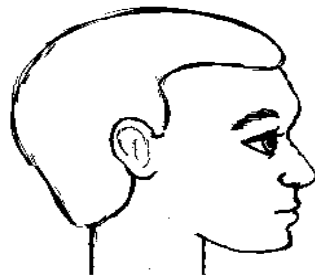
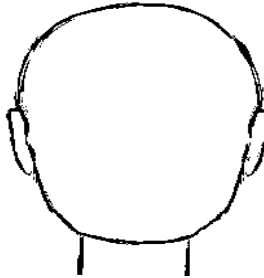
Attach to Record of Concern Form

Name of Child:

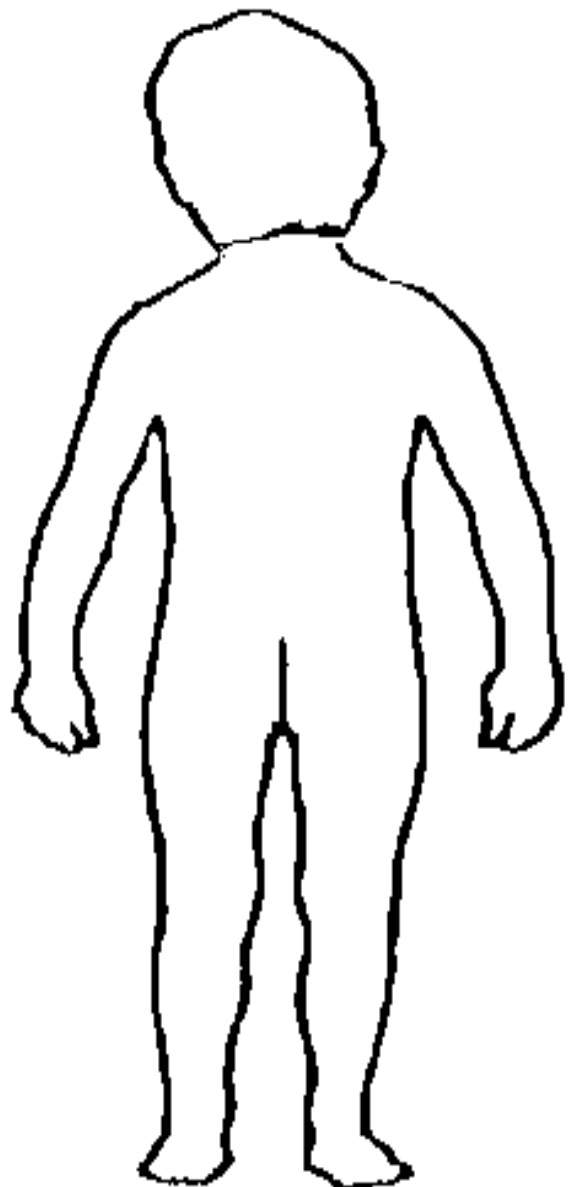
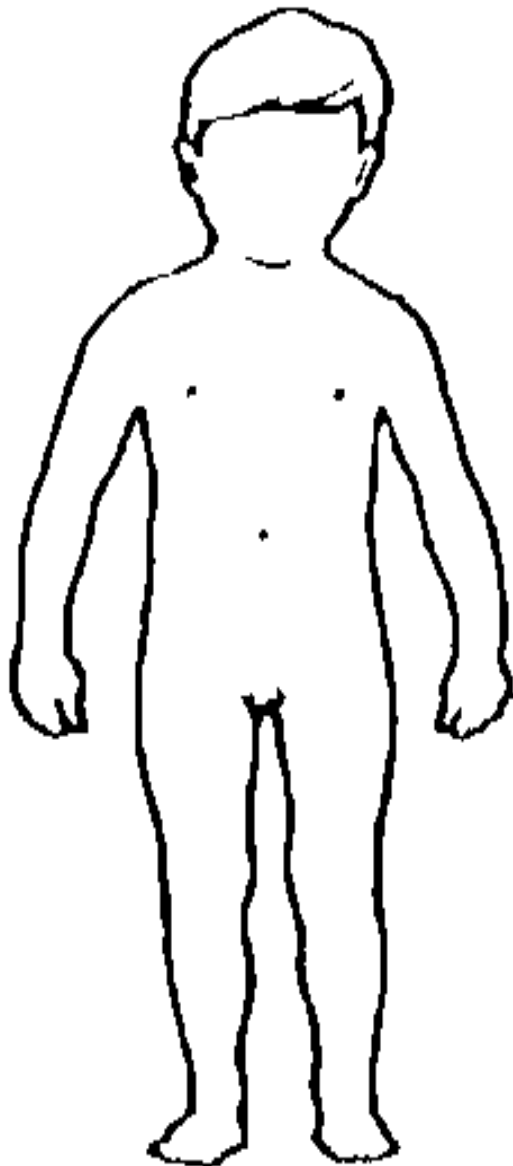
Date Date of Birth



Left Side



Right Side



Child Protection Record of Concern - Body Map – Page 2

Attach to Record of Concern Form

Name of Child:

Date

Date of Birth



Left Hand



Right Hand



Left Foot



Right Foot



Full Description of Injury

Name of Staff Member: _____ Attach to Child Protection Record of Concern/Disclosure

APPENDIX D

CHILD PROTECTION COVER SHEET & SUMMARY RECORD

Name of Child DoB

Date record opened: Completed by:
 Title:

Date Enrolled Previous School

Siblings in School		
Name	Gender	Age

SEN	YES/NO	Disability	YES/NO
EAL	YES/NO	Other	YES/NO

If Yes record brief details:

Current involvement of other Agencies and Contacts. e.g.: CP Plan, CIN, CAMHS, Children's Centre, SAL			
Date:	Agency:	Contact details :	End Date

APPENDIX F

Child Protection Advice for Children/Young People

If someone is hurting or upsetting you or making you feel scared, it is not your fault.

You are not alone, there are people who can help you and stop people from making you feel scared or hurt.

You may be frightened of the person hurting you or your friends, but there are things you can do to get help and make it better.

This might include someone who may be frightening you on the Internet or on your mobile.

You should:

- j. Tell someone you trust, such as your friends, teachers, parents, grandparents. Other people at the school may be able to help
- k. Let people help to make things better by stopping the person from hurting you or your friends

You shouldn't:

- l. Feel embarrassed or alone
- m. Feel that it is your fault or that you are to blame for someone hurting, frightening or touching you. Anyone who tells you that is a liar
- n. Keep it a secret
- o. Feel you have no one to turn to – people are there to help

Other help

www.nspcc.org.uk 0808 800 5000

www.childline.org.uk 0800 1111

www.barnardos.org.uk 01405 780050

www.saferinternet.org.uk 0800 1111

www.thinkuknow.co.uk

www.childline.org.uk 0800 1111

APPENDIX G

Information for parents

.....School

At, we recognise that your child is our responsibility and concern. We want to work in partnership with you, and discuss with you, any concerns we may have or that you may have.

It is a priority to inform and involve you at every stage in your child's time at the school.

Since the first priority is your child's welfare, there may be rare occasions when our concern about your child means that we have to consult other agencies even before we contact you.

The Local Authority Safeguarding Children Board has laid down the procedures we follow, and the Trust has adopted a Child Protection and Safeguarding Policy in line with this for the safety of all.

If you want to know more about our procedures or the policy, please contact Head of School/Designated Safeguarding Lead.

APPENDIX H

Safeguarding Children: Information for visitors, supply staff and volunteers

This Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Child Protection and Safeguarding Policy and procedures in place.

All people in the school community have a responsibility to act on any concerns that they have about a child's wellbeing.

If you are concerned about a child's welfare, please record your concerns, and any observations or conversation heard and report this as soon as possible the same day.

'Record of Concern' forms are available from the Staff Room, Reception and the Office. Complete this form and pass it to:

	Designated Safeguarding Lead
	Deputy Safeguarding Lead
	Safeguarding Manager

If you are not able to complete a form, ensure that the full details are recorded including date, time, child's name, your name and a factual account of what was said or observed.

Do NOT conduct your own investigation.

Keep all concerns or information confidential.

You might be concerned if:

- You see an injury
- Another person may express concerns
- Something else raises concerns or worries
- A learner tells you something

If a learner tells you something that needs to be passed on:

- Promise confidentiality not secrecy
- Reassure the child that they have done the right thing
- Listen but do not ask leading questions
- Record and pass on your concerns

Your help in supporting our safeguarding work is appreciated by the Trust and most importantly by the children and young people.

APPENDIX I

***** School Child Protection Policy

PREVENT

SAFEGUARDING REFERRAL FORM

Once completed please send this form to following email addresses:

prevent@eastriding.gov.uk

prevent@humberside.pnn.police.uk

This form is designed to help articulate a safeguarding concern under Prevent – where you are worried that an individual is at risk from Radicalisation.

Complete as much of the form as you are able; doing so will help you assess the level of risk, and start to identify the correct response as required.

However if you feel the risk is high and time critical, you may wish to refer your concern immediately to your Prevent Lead.

Please Note:
This form is designed to be a start-point for referral sharing across all public sectors.
Please check whether you already have a form or process in place.
This form is not intended to replace any existing forms or procedures, but may be useful to help to refresh what may be currently available to you.
Please also be aware of local or sector-specific guidelines for the sharing of information where appropriate.

1. Your Details the person passing on the concern

NAME:

AGENCY/TEAM:

ROLE/JOB TITLE

EMAIL:

PHONE NUMBER:

DATE:

2. Details of individual BELIEVED TO BE AT RISK Complete where able and appropriate

FULL NAME:

D.O.B.

GENDER:

ETHNICITY

NATIONALITY:

FIRST LANGUAGE:

RELIGION:

OCCUPATION, OR NAME:
OF EDUCATIONAL
ESTABLISHMENT

SOCIAL MEDIA NAME:

CONTACT DETAILS

NAME OF NEXT OF KIN:

NEXT OF KIN CONTACT:

3. PLEASE DESCRIBE YOUR RELATIONSHIP TO THE INDIVIDUAL

4. PLEASE SUMMARISE YOUR CONCERN(S)

5. WHAT INSTANCE OR CIRCUMSTANCE HAS LED TO YOU SHARING THIS CONCERN?

6. DOES THE INDIVIDUAL KNOW YOU ARE SHARING THIS CONCERN? Please tick where applicable

YES

NO

7. WHAT IS THE TIME FRAME FROM CONCERN BEING RAISED TO COMPLETING THIS FORM? Please tick

where applicable

Less than a week 1-2 weeks 2-4 weeks Over 1 month 3 months or more

8. PLEASE SELECT REASON(S) WHY YOU ARE SHARING THIS CONCERN please tick where applicable ✓

I want to speak to the individual(s) concerned and am logging my reasons for doing this

I want to check my concern with a colleague to see if it is justified

I want to refer my concern so a colleague can help check some context around it

I want to start safeguarding proceedings for this individual using internal resources

I'd like this concern to be immediately shared with partner agencies

Recommendation of a CP review.

9. PLEASE SELECT CONCERNING BEHAVIOURS YOU HAVE NOTICED Please tick where applicable ✓

ABUSE	USE OF INFLAMMATORY LANGUAGE online	FIXATED ON A TOPIC	SELF HARM	CONFRONTATIONAL	
CLOSED TO CHALLENGE	ABSENTEEISM	CHANGE IN APPEARANCE	LEGITIMISING USE OF VIOLENCE	DRUG USE	APPEARANCE/ USE OF SYMBOLISM
DESIRE TO TRAVEL TO CONFLICT	ALCOHOL USE	EXPRESSION OF EXTREMIST VIEWS	QUICK TO ANGER	HONOUR BASED VIOLENCE	SEEKING TO RECRUIT TO IDEOLOGY
BECOMING SOCIALLY ISOLATED	ANTI SOCIAL BEHAVIOUR	INTERNET USE	THEM AND US LANGUAGE		

PLEASE USE THIS SPACE TO ELABORATE ON ANY OF THE ABOVE OR DESCRIBE A BEHAVIOUR NOT LISTED:

10. PLEASE SELECT IF ANY OF THE FOLLOWING CIRCUMSTANCES ARE APPLICABLE

Please tick where applicable ✓

FAMILY BREAKDOWN	MENTAL HEALTH	UNEMPLOYMENT	LEARNING DISABILITY	FAMILY DISPUTE	PREVIOUS DOMESTIC ABUSE
SEXUAL ABUSE	FINANCIAL SUPPORT	ILLNESS	DISABILITY	HOMELESS	SOCIALLY EXCLUDED
ADOLSCENCE OR PERIOD OF TRANSITION	TRAUMA FROM CONFLICT	VICTIM OF CRIME	VICTIM OF HATE CRIME	LINKS TO CRIMINALITY	GANG/GROUP MEMBERSHIP
UNEXPLAINED	EXTREMIST	LOSS/			

TRAVEL

MATERIAL

BEREAVEMENT

PLEASE USE THIS SPACE TO ELABORATE ON ANY OF THE ABOVE OR DESCRIBE A BEHAVIOUR NOT LISTED:

11. DETAILS OF PERSON YOU ARE SHARING YOUR CONCERN WITH

NAME:

ROLE/JOB TITLE

EMAIL:

PHONE NUMBER:

12. PLEASE USE THE SPACE BELOW TO LOG WHAT YOU WOULD LIKE TO SEE HAPPEN NEXT OR SUPPORT YOU REQUIRE

Once completed please send this form to following email addresses:

prevent@eastriding.gov.uk

prevent@humberside.pnn.police.uk

APPENDIX J

Definition of safeguarding *'Inspecting Safeguarding in early years, education & skills settings (Ofsted Sept 2019)*

Definition of safeguarding

In relation to children and young people, safeguarding and promoting their welfare is defined in 'Working together to safeguard children' as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

There is a different legislative and policy base for responding to adults' safeguarding needs. The Care Act 2014 provides a legal framework for how local authorities and other parts of the health and care system should protect adults at risk of abuse or neglect. However, most of the principles and procedures that apply are the same as those for safeguarding children and young people.

Safeguarding action may be needed to protect children and learners from:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- peer-on-peer abuse, such as sexual violence and harassment
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- child criminal exploitation, including [county lines](#)
- serious violent crime
- risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'
- teenage relationship abuse
- upskirting (a criminal offence; see [dictionary definition](#) for explanation)
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic abuse
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting
- homelessness
- so-called honour-based violence
- other issues not listed here but that pose a risk to children, learners and vulnerable adults

Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- children's and learners' health and safety and well-being, including their mental health
- meeting the needs of children who have special educational needs and/or disabilities
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- educational visits
- intimate care and emotional well-being
- online safety, including issues associated with technology and a user's access to content, contact with others and behavioural issues
- appropriate arrangements to ensure children's and learners' security, taking into account the local context

APPENDIX K

Advice if there are concerns about the capacity of parent / carer collecting children

If the school has concerns that a parent, carer or person authorised to collect a child appears to be:

- drunk.
- under the influence of other drugs whether prescription or not.
- behaving in an irrational, aggressive or concerning way.

Which suggests they are not able to offer safe care to the child or not fit to drive, the school should take appropriate steps to avoid releasing the children to the carer.

Whilst the school cannot legally refuse ultimately to withhold the child there is a safeguarding and moral responsibility to attempt to clarify the situation and take steps to protect the child as much as possible in such circumstances.

If there is clear evidence or a judgement taken in good faith by staff that if the parent takes charge of the child it will be at immediate risk of harm:

- 1) Staff concerned will alert senior staff and keep the child separate if possible.
- 2) Staff will talk to the adult and re - assess their ability to keep the child safe.
- 3) Consider contacting other authorised carers.
- 4) If not appropriate or not available and there is a perceived risk we will explain to the adult that CSC and the police are being contacted for advice and ask s/he to be patient & calm. The child will be supervised elsewhere in school if possible.
- 5) If it is not possible to avoid the adult taking the child and there are concerns for their safety and that of staff and others 999 will be called and the [SaPH notified](#).

APPENDIX L

Request for Service

Requests for **Early Help** or **Safeguarding Services** should be made using this inter-agency request for service form. The form is in line with the requirements of Working Together to Safeguard Children and local procedures.

Before completing this form please seek advice from your organisational safeguarding lead or safeguarding professional.

*However, if you are concerned a child has suffered or is likely to suffer significant harm and is at immediate risk call the **Children's Safeguarding Hub** on **(01482) 395500** or ring **999** (asking for the Police). In these circumstances, please complete this form to confirm your referral **within 24 hours**.*

CONSULTATION OFFER

If you are considering a request for additional needs, you are welcome to contact an Early Help practitioner on 01482 391700 to discuss prior to making the request.

If you are requesting intensive, targeted or specialist support please consider contacting the Safeguarding Hub for a consultation with a Social Worker before completing.

Section A – Referrer’s Details					
Date of referral:		Time of referral:		<input type="checkbox"/> Referral is a follow up to a telephone call	<input type="checkbox"/> This is a new referral
Name of referrer:				Role / relationship to child:	
Organisation:				Address of referrer:	
Contact number				Postcode:	
				E-mail:	

Section B – Consent to make a request for service

Consent should always be sought from an adult with parental responsibility for the child / young person (Or from the child themselves if they are competent) before passing information about them to either Children's Safeguarding or Early Help community Hub. If a practitioner believes a child is at risk of significant harm, they have a duty to inform- this does not require consent, but it is good practice to inform an adult with parental responsibility that the request for service is being made, UNLESS doing so would place the child at risk of significant harm or may lead to the loss of evidence

Have you obtained consent to make the request for service?

No

Yes

Date obtained:

If yes, what is the parent / carer and child's view of the request for service

If no, explain the immediate risk of significant harm that has prevented you from obtaining consent:

Section C – Why are you making this request today?
 (e.g. has something happened, have your concerns increased?)

Has the child suffered or likely to suffer significant harm? **Yes/No**
If yes please contact the safeguarding hub immediately and before completing this form.

Is this child at risk of exploitation **Yes/No**

Is this child at risk of radicalisation **Yes /No**

Section D: The Child's Details

Surname:		First name(s):	
D.O.B or expected date of delivery:		Gender:	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Unborn <input type="checkbox"/> Trans-gender <input type="checkbox"/> Prefers not to say
School / early years setting		GP surgery and NHS number:	
Name of person with parental responsibility			
Child's home address:		Postcode:	
		Telephone:	

Current address (if different from above):		Postcode:	
		Telephone:	
Child's ethnicity:			
White <input type="checkbox"/> White British <input type="checkbox"/> White Irish <input type="checkbox"/> White any other background	Black or Black British <input type="checkbox"/> Caribbean <input type="checkbox"/> African <input type="checkbox"/> Any other black background	Mixed <input type="checkbox"/> White and black Caribbean <input type="checkbox"/> White and black African <input type="checkbox"/> Any other mixed background	Asian or Asian British <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Any other Asian background
			Other Ethnic Groups <input type="checkbox"/> Chinese <input type="checkbox"/> Any other ethnic Group <input type="checkbox"/> NOT KNOWN
Child's first language or preferred means of communication:			Is an interpreter or signer required? <input type="checkbox"/> No <input type="checkbox"/> Yes Details:
Child's religion	<input type="checkbox"/> Buddhist <input type="checkbox"/> Hindu <input type="checkbox"/> Jewish <input type="checkbox"/> Methodist <input type="checkbox"/> Not known <input type="checkbox"/> Other Protestant <input type="checkbox"/> Roman Catholic	<input type="checkbox"/> C of E / Anglican <input type="checkbox"/> Jehovah's witness <input type="checkbox"/> Mormon <input type="checkbox"/> No religion <input type="checkbox"/> Pentecostal Christian	<input type="checkbox"/> Muslim <input type="checkbox"/> Other
			Has an Early Help Assessment (EHA) been completed? <input type="checkbox"/> No <input type="checkbox"/> Yes Details:
Does the child have a Special Educational Need or Disability?	<input type="checkbox"/> No <input type="checkbox"/> Yes Details: <input type="checkbox"/> Autistic spectrum disorder <input type="checkbox"/> Hearing impairment <input type="checkbox"/> Moderate learning difficulty <input type="checkbox"/> Multi-sensory impairment	Does the child have an Education Health and Care Plan?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not known

	<input type="checkbox"/> Other difficulty / disability <input type="checkbox"/> Physical disability <input type="checkbox"/> Profound and multiple learning difficulty <input type="checkbox"/> Severe learning difficulty <input type="checkbox"/> Social, emotional or mental health <input type="checkbox"/> Specific learning difficulty <input type="checkbox"/> Speech, language and communication <input type="checkbox"/> Visual impairment		
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Section E – Residing Household Details

If you are also referring a sibling of the child in Section A who is under the age of 18 years, please list them in this section and indicate that you are also referring them. Please also list the names and details of all children (under 18) and adults who are currently residing in the home.

Surname	First name	DOB	Age	Relationship to the child in section A	First language or preferred means of communication	Also referring
						<input type="checkbox"/> Yes
						<input type="checkbox"/> Yes
						<input type="checkbox"/> Yes
						<input type="checkbox"/> Yes

Section F – Non-Residing Family Details

Please also list the names and details of all children (under 18) and adults who are family members that do not reside in the home (i.e. separated parents, half-siblings).

Surname	First name	DOB	Age	Relationship to the child in section A	First language or preferred means of communication	Address and contact details	Also referring
							<input type="checkbox"/> Yes
							<input type="checkbox"/> Yes
							<input type="checkbox"/> Yes
							<input type="checkbox"/> Yes

Section G -Details of your /concerns, request for support

On a scale of 0 – 10, **how safe is the child right now?**

(0 = so worried the child is certain to get harmed or harmed again. 10 = not worried, the child is safe)

Scaling:

Please describe the reason for your scaling

How does the current situation impact on the child?

How does the parent / carer and child feel about your concerns, request for support?

What needs to change to make things better or safer for this child and family?

Has the child suffered any harm and how do you know?

If yes, how often has this happened and what are the triggers?

Section H – What is working?

What is going well for this child and family?

What has already been done to address any concerns and how has this helped?

What resources / services are currently in place?

What additional assessments or chronologies can you submit to support your referral?

Section I – What needs to Change?

What would the family like to change?

What change do you think needs to happen?

Section J – Services Already Working with the Family

Role	Full Name	Telephone	Email Address	Address and Postcode

If the child is at urgent and significant risk of serious harm the Safeguarding Hub should be contacted by telephone and followed up in writing within 24 hours.

This form should be sent to one of the following Hubs dependent upon identified need

Early Help Locality Hubs

Bridlington: ehp.bridlington@eastriding.gov.uk
Beverley: ehp.beverley@eastriding.gov.uk
Goole: ehp.goole@eastriding.gov.uk
Anlaby: ehp.halterprice@eastriding.gov.uk
Hedon: ehp.holderness@eastriding.gov.uk
Driffield: ehp.wolds@eastriding.gov.uk

Safeguarding Children Hub

safeguardingchildrenshub@eastriding.gov.uk

(Send request form to the Hub nearest to where the child lives)