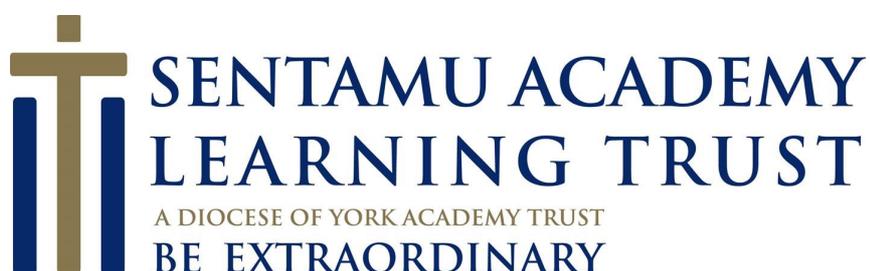


Child Protection Policy and Procedure

November 2019

NAME OF ACADEMY



Framework Approved by Sentamu Academy Learning Trust Board of Directors on 20 November 2019

Adapted by x Academy and approved by the Local Governing Committee on x

The next 'Period of Review' will be November 2020

SALT Vision Statement:

“Be Extraordinary”

Mission Statement:

We believe that young people achieve their fullest potential when they have a vision of everything their lives could become. The Bible (John 10:10) quotes Jesus as saying, “I have come that they may have life and may have it in all its fullness”. As academies, we commit ourselves to inspiring our students, and equipping them with the resilience and determination to unlock their unique gifts and realise their highest aspirations. We aim to achieve this through following distinctively Christian principles, and focusing on four key areas, service, achievement, leadership and teamwork.

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1. Responsibilities

The Sentamu Academy Learning Trust Board of Directors has primary responsibility for the education and welfare of pupils within its Academies. Some of these responsibilities, including the implementation of the Child Protection Policy, have been delegated to the Local Governing Committee, the Principal and/or senior managers who shall comply with all policies and procedures issued by the Board of Directors and take into consideration any subsequent advice and recommendations given to them by the Directors.

The Board of Directors maintain the right to involve itself in any area of implementing the Staff Disciplinary policy and procedures that it deems appropriate. This will particularly be the case where the allegation involves a Principal or Vice Principal.

The Designated Safeguarding Lead will be the main point of contact in each Academy for safeguarding issues, including for support and advice. This support extends to all staff, students, their families, members of the local community and other professionals.

In this procedure the following words and expressions shall have the following meanings:

"Directors" or "Trust Board" means the Board of Directors of the Trust as constituted from time to time, or where appropriate any sub-committee of the Board of Directors.

"Governors" means the local governing body of each Academy referred to as the Local Governing Committee (LGC) as constituted, or where appropriate, any sub-committee of the Local Governing Committee. Each Local Governing Committee has specific delegated powers for the management of the business of each Academy as agreed by the Directors.

"Trust" means the Sentamu Academy Learning Trust;

"Executive Principal" means the Executive Principal of the Trust and may also be referred to as the "Principal" in this procedure;

"Principal" means the head of the Academy and may also be known as the Headteacher.

"Vice Principal" can also be referred to as a Deputy Headteacher.

2. Preface

"Nothing is more important than children's welfare. Children who need help and protection deserve high quality and effective support as soon as a need is identified. Whilst it is parents and carers who have primary care for their children, local authorities, working with partner organisations and agencies, have specific duties to safeguard and promote the welfare of all children in their area. These duties ... can only be discharged with the full co-operation of other partners. This co-operation should exist and be effective at all levels of an organisation, from strategic level to operational delivery" *Working Together to Safeguard Children, July 2018*

3. Statement of Intent

Sentamu Academy Learning Trust (SALT) recognises that protecting and safeguarding children and young people is a shared responsibility and depends upon effective joint working between agencies and professionals that have different roles and expertise. Individual children and young people, especially some of the most vulnerable children and those at greatest risk of social exclusion, will need coordinated help from health, education and children's social care services. The voluntary sector and other agencies also have an important role in protecting and safeguarding children.

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

SALT and each of its Academies will aim to protect and safeguard children and young people by;

- Ensuring that all staff / volunteers are carefully selected, trained and supervised in line with Safer Recruitment guidelines.
- Ensuring that all interviews for posts within the Trust are conducted by at least one Safer Recruitment trained member of staff
- Having a Child Protection Policy and Procedure and regularly reviewing and updating this in line with national and local policy developments. Reviews will take place annually.
- Ensuring that all staff and volunteers are familiar with the Child Protection Policy and Procedure by raising awareness on induction and at least annually as part of the Continuous Professional Development programme. A copy of the policy will be available to staff and others on the SALT website.
- Ensuring that staff / volunteers attend appropriate Local Safeguarding Children Board (LSCB) Child Protection Training or refresher training within the Trust as appropriate.
- Ensuring that the each Academy has a designated Child Protection Co-ordinator and that all staff and volunteers are aware of the named person and process of reporting concerns to them.
- Assessing the risk that children and young people may encounter and taking steps to minimise and manage this through the Risk Register and management process.
- Letting parents, carers, children and young people know how to report concerns about a child, young person, staff member or volunteer or complain about anything that they are not happy about.
- Giving children, young people, parents and carers information about what SALT and each of its Academies does and what you can expect.

4. National and Local Guidance

This Child Protection Policy and Procedure should be read in conjunction with the Local Safeguarding Children Board (LSCB) Guidelines and Procedures. In accordance with the Children Act 2004 it is a statutory responsibility for key agencies coming in to contact with children and young people, to make arrangements to ensure that in discharging their functions, they have regard to the need to safeguard and promote the welfare of children (Section 11, Children Act 2004). Where private or voluntary organisations come in to contact with or offer services to children they should as a matter of good practice take account of this guidance and follow it as far as possible.

The following national guidance should also be referred to.

- The Children Act (1989)

- The Children Act (2004).
- Working Together To Safeguard Children: A Guide to Inter-Agency Working To Safeguard and Promote The Welfare Of Children (HM Government 2018).
- Human Rights Act 1998
- Criminal Justice & Court Services Act 2000
- The Protection of Children Act 1999
- The Sexual Offences Act 2003
- What To Do If You're Worried A Child Is Being Abused. Advice for Practitioners (2015)
- Information Sharing. Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)
- Keeping Children Safe in Education September 2019 (see below)
- Hull Safeguarding Board Guidelines and Procedures

This policy should be read in conjunction with:

- Health & Safety Policy, Risk Assessments
- Recruitment & Selection of Staff / Volunteers
- Disclosure and Barring Service (DBS) Policy
- Complaints & Disciplinary Policies
- Equality Policy
- Staff Induction / Development / Supervision Policy
- Data Protection Policy
- Whistle Blowing policy
- Anti Bullying policy
- E-Safety policy
- Supporting Children with Medical Needs policy
- Physical Intervention policy
- Department for Education publication 'Keeping Children Safe in Education' 2019
- Attendance policy and procedures
- Behaviour policy and procedures
- SEND policy and procedures
- CCTV Policy (where applicable)

5. Safeguarding & Promoting Welfare & Child Protection

5.1 Safeguarding and promoting the welfare of children is defined as:

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

5.2 Child Protection

Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm. Effective child protection is essential to safeguard and promote the welfare of children. However all agencies should aim to proactively safeguard and promote the welfare of children so that the need for action to protect from harm is reduced.

5.3 Children in Need

Children who are defined as 'in need', under section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a

satisfactory level of health or development, or their health or development will be significantly impaired, without the provision of services. This includes those children with a disability.

5.4 Significant Harm

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

5.5 Early Help

It is important for children to receive the right help at the right time to address risk and prevent issues escalating. Therefore, at each SALT Academy we aim to identify where early interventions are needed to support families in need by closely monitoring children and highlighting any emerging issues. If necessary, and with appropriate consent, information is shared or meetings are convened with other professionals to support effective early help assessments. We recognise that some children may particularly benefit from early help including a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- 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 at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves

5.6 Students Aged 18 or Over

People who are over the age of 18 within the Trust who have safeguarding issues are called 'vulnerable adults'. Any issues relating to these students should be discussed with the CPC or the DSL. There are still several services that can support these students, though the approach and agencies may well differ from those given to children under the age of 18.

6. Who Abuses Children?

Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

7. What is Abuse and Neglect?

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

- **PHYSICAL ABUSE:**
Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **EMOTIONAL ABUSE:**
Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- **SEXUAL ABUSE:**
Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts.
They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.
- **NEGLECT:**
Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

This is not an exhaustive list and it must be recognised that it is not the role of staff / volunteers to make an assessment of whether children or young people have suffered harm. Staff / volunteers / the Child Protection Co-ordinator all have a duty to report any concerns about harm in accordance with the Local Safeguarding Children Board, Guidelines & Procedures.

8. Recognition of harm

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

- 8.1. Information given by the child, his/ her friends, a family member or close associate.
- 8.2. The child's behaviour may become different from the usual, be significantly different from the behaviour of their peers, be bizarre or unusual or may involve 'acting out' a harmful situation in play.
- 8.3. An injury which arouses suspicion because;
 - It does not make sense when compared with the explanation given.
 - The explanations differ depending on who is giving them (e.g. differing explanations from the parent / carer and child).
 - The child appears anxious and evasive when asked about the injury.
- 8.4. Suspicion being raised when a number of factors occur over time, for example, the child fails to progress and thrive in contrast to his/her peers.
- 8.5. Contact with individuals who pose a 'risk to children'. This replaces the term 'Schedule One Offender' and relates to an individual that has been identified as presenting a risk or potential risk of harm to children. This can be someone who has been convicted of an offence listed, or someone who has been identified as continuing to present a risk to children.
- 8.6. **Substance misuse** - the potential for a child to be harmed as a result of the excessive use of alcohol, illegal and controlled drugs, solvents or related substances may occur during a young person's life. The use of drugs or other substances by parents or carers does not in itself indicate child neglect or abuse, and there is no assumption that a child living in such circumstances will automatically be considered under the child protection procedures. It is important to assess how parental substance use impacts upon the children or young people in the family.
- 8.7. **Mental Health** - Mental illness in a parent or carer does not necessarily have an adverse affect on the child or young person but it is important to assess its implications for any children involved in the family. The adverse affects of parental mental illness on the child are less likely when parental problems are mild, last for a short period of time, are not associated with family disharmony, and where there is another parent or family member who can respond to the child's needs and offer protection. Where mental illness is accompanied by problem alcohol use, domestic violence or associated with poverty and social isolation, children are particularly vulnerable.
- 8.8 **Domestic Abuse** - Children and young people can suffer directly and indirectly if they live in a household where there is domestic violence. It is likely to have a damaging effect on the health and development of children. The amendment made in section 120 of the Adoption and Children Act 2002 to the Children Act 1989 clarifies the meaning of harm to include, for example, impairment suffered from seeing or hearing the ill-treatment of another. This can include children witnessing violence in the home.

Operation Encompass

Operation Encompass is a Police and Education early intervention safeguarding partnership, which supports children and young people exposed to domestic abuse. Working together to safeguard children, the Police will inform the academy's 'Key Adults' about any domestic abuse incident, where the child or young person has been present or exposed to domestic abuse. Information shared enables the academy to provide

appropriate support through overt or silent intervention, dependent upon the needs and wishes of the child.

- 8.9 **Bullying** - This can be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g., racist or homophobic remarks, threats, name calling) and emotional (e.g., isolating an individual from activities and social acceptance of their peer group). The damage inflicted by bullying (including bullying via the internet) can frequently be underestimated. Bullying can be through the use of electronic communication, e.g. text or social network sites, and is commonly known as cyberbullying. Bullying can cause considerable distress, to the extent that it can affect health and development and at the extreme significant harm.
- 8.10 **Radicalisation and Extremist behaviour** - Radicalisation refers to the process by which a person comes to the support of terrorism and forms of extremism. This can happen in many different ways and settings. Specific background factors may contribute to vulnerability, which are often combined with specific influences. The internet and use of social media in particular has become a major factor in the radicalisation of young people. At each Sentamu Academy Learning Trust Academy we assist our pupils in becoming resilient to the messages of violence through creating an environment and curriculum where all pupils can learn and understand other values, appreciate diversity and develop skills to be able to debate.

As with managing other safeguarding risks, staff should be alert to changes in the behaviour of pupils, which could indicate they may be in need of help and protection. Pupils at risk of radicalisation may display different signs or seek to hide their views. It is important to respond proportionately and should any concerns of radicalised or extremist behaviours be brought to the academy's attention, it will be dealt with in accordance with the Academy's safeguarding procedures, and advice will be sought from either EHASH or Humberside Police. The Trust will also refer, as appropriate to Channel - a programme which focuses on providing support for people who are identified as being vulnerable to being drawn into terrorism. Any referrals to Channel process should be emailed to: prevent@humberside.pnn.police.uk

- 8.11 **Self Harm** - Academy staff can play an important role in preventing self-harm and also supporting student, peers and parents currently engaging in self-harm. Any member of staff who is aware of a student engaging in or suspected of be at risk of engaging in self-harm should **always** consult with the Child Protection Co-ordinator or the Designated Safeguarding Lead.
- 8.12 **Child Sexual Exploitation (CSE)** - Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. The presence of any significant indicator for sexual exploitation should trigger a referral to Children's Social Care EHASH.

Significant indicators:

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

Further support can be found in the HSCB guidance for practitioners. Staff should also be aware of the National Referral Mechanism (NRM) where CSE is an indicator of Human Trafficking or Modern Day Slavery.

- 8.13 Contextual safeguarding** - Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur.
- 8.14 Honour Based Violence (HBV)** - HBV is a crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame on their family or community by doing something that is not in keeping with the traditional beliefs or culture. These crimes can include (but are not limited to):
- 8.15 Female Genital Mutilation** - This is against the law yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If concern is brought to the attention of staff at a SALT Academy staff about this issue we will report these concerns to the police immediately in order to prevent this form of abuse taking place.
- 8.16 Forced Marriages** - Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. If concerns are brought to the attention of staff at a SALT Academy, they will be reported immediately to the appropriate authorities.
- 8.17 Serious violence** - All staff should be aware of the indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its

Criminal exploitation of children and vulnerable adults: county lines guidance.

- 8.18 Upskirting** - Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

At Sentamu Academy Learning Trust we take HBV crime very seriously and deal with cases sensitively and confidentially. We will ensure our staff understand that it is the duty of colleagues within each Academy to report any suspected cases of FGM or HBV with immediacy. We will also work collaboratively with external agencies to keep children and young people safe from harm.

- 8.19 Children missing from education** - Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

At Sentamu Academy Learning Trust we will encourage the full attendance of all our pupils. Where we have concerns that a child is missing from education we will follow the local authority protocols and refer to the Education Welfare Service CME Officer, who will make reasonable efforts to identify the child's whereabouts. The child will not be removed from our school roll until notified by the CME officer that it is appropriate to do so.

- 8.20 Peer on Peer Abuse** - Peer on peer abuse can include: all forms of bullying, being coerced into sending sexual images (sexting), physical or sexual assaults, child sexual exploitation or teenage relationship abuse. It can also involve initiation / hazing type violence and abuse and can also include sexual violence and sexual harassment. Peer on Peer Abuse can be a safeguarding issue for both victim and perpetrator.

At Sentamu Academy Learning Trust we do our utmost to ensure that children and young people are protected from harm and will educate pupils on how to build resilience. Our staff receive regular training to help equip them with the tools to recognise different forms of peer abuse, and the mechanisms for responding and reporting incidents.

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

- 8.21 Sexual Harassment and Sexual Violence** - Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or harassing a single child or group of children.

Sexual Harassment is defined as 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's

dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment includes, but is not limited to: sexual comments, stories, remarks or names, sexual ‘jokes’ or taunting’, physical behaviour such as deliberately brushing against someone or interfering with someone’s clothes, online sexual harassment, including sexualised online bullying and non-consensual sharing of sexual images and videos and sexual exploitation.

Sexual Violence is a sexual offence under the Sexual Offences Act 2003 such as rape, assault by penetration, or sexual assault.

At Sentamu Academy Trust we will make it clear that sexual harassment and sexual violence is not acceptable and will not be tolerated or dismissed as ‘banter’, ‘just having a laugh’ or ‘part of growing up’. We train our staff to recognise possible signs of sexual harassment and sexual violence and require them to challenge and report any behaviour linked to either issue, either to Pastoral staff under our Behaviour Policy or wider agencies like the Police as appropriate. The Child Protection Officer should always be informed. We also ensure our curriculum, such as PSHE, focuses on age specific themes, such as consent, to educate our young people about healthy and respectful relationships. We recognise that SEND and LGBT students are particularly vulnerable to abuse by their peers and ensure our SENCOs and Child Protection Officers work closely together to mitigate this.

The Trust recognises that safeguarding is a contextual issue and will work with other agencies in the community to support our young people and keep them safe.

9. Managing Disclosures of Abuse

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

- Listen to what the child has to say with an open mind
- Do not ask probing or leading questions designed to get the child to reveal more
- Never stop a child who is freely recalling significant events
- Make note of the discussion, taking care to record the timing, setting and people present, as well as what was said as soon as practicable after the disclosure
- Never promise the child that what they have told you can be kept secret. Explain that you have responsibility to report what the child has said to someone else.
- Ensure the child is reassured that they have done the right thing in making the disclosure and that consideration of the immediate safety and wellbeing of the child is given, alongside the CPC and / or the DSL.
- THE CHILD PROTECTION CO-ORDINATOR OR THE DESIGNATED SAFEGUARDING LEAD MUST BE INFORMED IMMEDIATELY.

The Trust acknowledges that some disclosures can be particularly upsetting for the member of staff being disclosed to and will offer support to that person as appropriate

10. Disclosures of Peer on peer abuse - Allegations against other pupils which are safeguarding issues

The Sentamu Academy Learning Trust believes that abuse is abuse and it will never be tolerated, dismissed or minimised.

Occasionally, allegations may be made against pupils by others, which are of a safeguarding nature. Although research shows that girls are more likely to be victims of peer on peer abuse, staff should remain open minded and acknowledge that this form of abuse can affect any pupils within our Academy. It should also be acknowledged that such abuse can be a safeguarding issue for both victim and perpetrator.

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

- **Bullying**

If a child is suffering or at risk of significant harm, a bullying incident should be addressed as a child protection concern. Bullying can take different forms including, physical, verbal, cyber, racist, religious, cultural and homophobic bullying

- **Domestic Abuse**

Teenage relationships abuse involves controlling, coercive, threatening behaviour and violence. It can be psychological, physical, sexual, financial and/or emotional in nature

- **Child Sexual Exploitation (CSE)**

Defined as an individual or group taking advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity

- **Harmful Sexual Behaviour**

Involves a child engaging in discussions or acts that are inappropriate for their age or stage of development, whether online or offline. It includes sexualised language or role play, viewing pornography, sexual harassment and sexual violence. It also includes 'sexting'.

- **Sexual Harassment**

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

- **Sexual Violence**

This includes rape, assault by penetration or sexual assault, as defined by the Sexual Offences Act 2003

Reports of peer abuse are likely to be complex and require difficult professional judgements to be made. However, if a pupil has been harmed, is in immediate danger, or is at risk of significant harm, basic safeguarding principles, as outlined in this policy, will be applied.

10.1 Procedures for Managing Allegations of Sexual Harassment

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviour and provide an environment that may lead to sexual violence. These behaviours should never be tolerated, passed off as 'banter' or part of growing up.

- When a report of sexual harassment is made, a factual record will be made. It is important to take into account the wishes and feeling of the alleged victim.

- The Designated Safeguarding Lead/ Child Protection Co-ordinator will be made aware, and along with senior leaders, a decision made on most appropriate course of action, as per the Academy's Anti-Bullying or Behaviour Policy
- Parents of all children concerned will be contacted and informed of the nature of the incident.
- Pastoral support will be offered to all affected parties
- Where cases are proven, appropriate sanctions, as outlined in the behaviour policy, will be applied.
- Decisions, reasons for decision, actions and outcomes will be accurately recorded on CPOMS

10.2 Procedures for Managing Allegations of Sexual Violence

- When an allegation is made, the Designated Safeguarding Lead/ Child Protection coordinator will be informed immediately
- A factual record will be made, but no attempts should be taken to investigate the circumstances, at this stage.
- If required, the Designated Safeguarding Lead/ Child Protection coordinator will contact EHaSH, or in cases where an alleged criminal offence has been committed, Humberside Police. Advice will be sought on how to proceed and Academy will follow the recommended actions. Advice will also be taken on notifying the alleged perpetrator and parents of both parties.
- The Designated Safeguarding Lead/ Child Protection coordinator will make an accurate record of concern, the discussions, recommendations and any outcomes. A copy of the record will be retained on CPOMS.
- Pastoral support will be offered to all affected parties.
- It may be appropriate to exclude the pupil being complained about for a period of time, according to our behaviour policy.
- Where EHaSH nor the police accept the complaint, a thorough internal investigation will take place into the matter.
- In situations where the Academy considers a safeguarding risk is present, a risk assessment will be prepared along with a preventative supervision plan. This plan will be monitored and a date set for a follow-up evaluation.

Though our board and balanced curriculum, we will educate pupils about keeping themselves safe, and how to build respectful relationships.

Further DfE guidance on managing Sexual Violence and Sexual harassment between children in schools and college can be found at:

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

11. The Role of the Child Protection Co-ordinator

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

The Child Protection Co-ordinator is responsible for:

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

The Child Protection Co-ordinator, after receiving a referral, will act on behalf of the Academy in referring concerns or allegations of harm to Local Authority Children's Social Care or the Police Protecting Vulnerable People Unit.

If the Child Protection Co-ordinator is in any doubt about making a referral it is important to note that advice can be sought from Local Authority Children's Social Care. The name of the child and family should be kept confidential at this stage and will be requested if the enquiry proceeds to a referral.

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

It is not the role of the Child Protection Co-ordinator to undertake an investigation into the concerns or allegation of harm. It is the role of the Child Protection Co-ordinator to collate and clarify details of the concern or allegation and to provide this information to the Local Authority Early Help and Safeguarding Hub (EHaSH), or Locality POD if Children's Social Care is already involved, whose duty it is to make enquiries in accordance with Section 47 of the Children Act 1989.

The Child Protection Co-ordinator will undertake relevant training at two yearly intervals and in addition receive updates at least annually.

12. Seeking Consent for a Referral

Professionals should seek in general to discuss any concerns with the family (including the child where appropriate) and where possible seek their agreement to making referrals to the Local Authority EHaSH. This should only be done where such discussion and agreement seeking will not place the child at an increased risk of significant harm.

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

It should be noted that parents, carers or child may not agree to information being shared, but this should not prevent referrals where child protection concerns persist. Rules around Data Protection should not be seen as a barrier to safeguarding children. The reasons for dispensing with consent from the parents, carer or child should be clearly recorded. Further guidance on Data Protection can be found in a separate Trust Policy.

In cases where an allegation has been made against a family member living in the same household as the child and it is your view that discussing the matter with the parent would place the child at risk of harm, or where discussing it may place a member of staff / volunteer at risk, consent does not have to be sought prior to the referral being made.

If you are unsure about whether to seek parental consent prior to a referral being made then seek advice from the duty social worker at the relevant Locality POD.

13. Reporting Concerns or Allegations of Abuse

A member of staff or volunteer must report any concerns or allegation of harm immediately to the designated Child Protection Co-ordinator. In the absence of the Child Protection Co-ordinator the matter should be reported to the Designated Safeguarding Lead. In the event of neither of these individuals being available the matter should be reported through the line management. In the unlikely event of management not being available the matter should be reported directly to the appropriate Local Authority Child Care Team or Police Public / Family Protection Unit. In the case of it being out of hours the Emergency Duty Team should be contacted (SEE CONTACT DETAILS).

The Trust has a separate Whistleblowing Policy which staff should read and take into account, particularly where a member of staff is worried about raising concerns or does not feel able to do so. This outlines the protections given to staff members who report concerns within their workplace. Advice can also be sought via the NSPCC Whistle Blowing Advice Line on: 0800 028 0285 or email: help@nspcc.org.uk

14. Making a Referral

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

Hull - To Children's Social Care - Early Help and Assessment Hub (EHASH) or Police Public Protection Unit
East Riding - By telephoning the Call Centre/Children's Social Care or Police Family Protection Team

Out of Hours - To the relevant Emergency Duty Team

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

The Child Protection Co-ordinator should make the referral if possible, though it is acknowledged that in extreme circumstances, this may have to be made by another member of staff (for example, as a result of staff absence, or in the event of suspicions around Honour Based Violence. The referrer should be prepared, where possible, to give the following information;

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

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

15. Allegations against Staff Members / Volunteers

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

The Principal/Headteacher will report the matter to the Local Authority Designated Officer (LADO).

In the case that the concern or allegation relates to the Principal/Headteacher, the Chair of Local Governors should be contacted. The Chair of Local Governors will report the matter to the LADO.

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

An allegation is defined as where:

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

Responding to a complaint or an allegation

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

- Treat the matter seriously,
- Avoid asking leading questions and keep an open mind,
- Communicate with the child (if the complainant) in a way that is appropriate to the child's age, understanding and preferred language or communication style,
- Make a written record of the information (where possible in the words a child used), including
 - o When the alleged incident took place (time and date)
 - o Who was present (witnesses)
 - o What was said to have happened,
- Sign and date the written record,
- Report the matter immediately to the Designated Safeguarding Lead, the Principal of the Academy or, in the event of their absence, the LADO directly.

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

SALT adheres to the Department for Education, Keeping Children Safe in Education, 2019.

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

Allegations against other pupils

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

16. Seeking Medical Attention

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

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

17. Staff & Volunteer Self Protection

Adherence to guidelines on self-protection for staff and volunteers working with children and young people can avoid vulnerable situations where false allegations can be made. All staff will be given guidance on self-protection in induction or staff training. This will include the following:

- To avoid situations where a staff member or volunteer is on their own with a child. This includes adhering to expectations with the Trust's Lone Working Policy.
- To avoid 'banter' with students that might be misconstrued
- In the event of an injury to a child, accidental or not, ensure that it is recorded and witnessed by another adult in the organisations accident book
- Keep written records of any allegations a child makes against staff and volunteers and report in line with the Child Protection Policy.
- If a child or young person touches a staff member or volunteer inappropriately record what happened immediately and inform the child protection coordinator.
- Adhere to the national guidance Safe Working Practice for Adults who Work with Children, 2015, and internal Staff Conduct policy

18. Code of Practice

18.1 Underpinning Principles;

- The welfare of the child is paramount.
- It is the responsibility of all adults to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children and young people.

- Adults who work with children are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. · Adults should work and be seen to work, in an open and transparent way.
- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.
- Adults should continually monitor and review their practice and ensure they follow the guidance contained in this Policy.

18.2 Staff / Volunteers / children should always;

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

18.3 Staff / volunteers / children should not;

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

18.4 Mobile Phones, Cameras and other electronic equipment

Staff must not use mobile phones in rooms where children are present, including those where children are cared for. It is appropriate to take photographs of children to capture a curriculum activity or a celebration of academy life using Academy equipment providing we have permission to do so from the parents. Academy supplied equipment may be used for the purposes of educational purposes however the use of this data should be controlled in line with CCTV data (see CCTV policy). Where academy supplied iPads are used they must be password protected if removed from the premises.

Staff must not, however, use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from one of our Academies.

19. Special Education Needs and Disability (SEND)

All of our academies are inclusive and recognise that SEND children have exactly the same human rights to be safe from abuse and harm as non-SEND children. We also recognise that SEND children are more likely to suffer from harm.

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

Therefore, we ensure that SEND children are responded to carefully when they have, or show signs of concern.

We feel it is particularly important that all staff and volunteers are fully informed and adequately trained in order to protect vulnerable groups.

20. Recruitment & Selection

20.1 It is important when recruiting paid staff and volunteers to adhere to the SALT recruitment policy and Sentamu Academy Learning Trust DBS Policy. This will ensure potential staff and volunteers are screened for their suitability to work with children and young people.

Paid staff

- All paid staff will be required to undertake an enhanced DBS check.
- Staff will be required to complete LSCB Child Protection Training. Their training will be reviewed in supervision.
- All staff will be required to read the Child Protection Policy. This will be reviewed to ensure up to date knowledge.
- All staff will be required to complete an application form, including details of previous employment, details of any conviction for criminal offences (including spent convictions under the Rehabilitation of Offenders Act 1974), agreement for an enhanced DBS check, permission to contact two referees, including their current or most recent employer (which should be taken up).
- The potential staff member will be interviewed for their suitability for the post by at least two members of staff/Governors at least one of which has completed Safer Recruitment training.
- Staff and volunteers may be subject to a probationary period (3 - 6 months) during which they will be supervised and monthly meetings will take place with their manager / supervisor to identify any concerns, training and support needs
- Staff and volunteers will have a period of induction where they will complete any induction training and access internal policies.

Volunteers

- Will be interviewed for their suitability for the post by at least two members of staff/Governors at least one of which has completed Safer Recruitment training.
- May be subject to a probationary period (3 - 6 months) during which they will be supervised and monthly meetings will take place with their manager / supervisor to identify any concerns, training and support needs
- Will be required to complete an application form, including details of previous employment, details of any conviction for criminal offences (including spent convictions under the Rehabilitation of Offenders Act 1974), agreement for an enhanced DBS check, permission to contact two referees, including their current or most recent employer (which should be taken up).
- Will be required to read the Child Protection Policy
- Will be required to complete LSCB Child Protection Training. Their training will be reviewed in supervision.

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity.
- Obtain an enhanced DBS check with barred list information for all volunteers who are to work in a regulated activity.
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers.
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity.

Academies with pupils aged under 8 will:

- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2018 and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity.
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children.

Academies will obtain the DBS check for self-employed contractors.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

Where applicants for initial teacher training are salaried by the Trust, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Schools with pupils aged under 8: In both cases, this includes checks to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2018 and Childcare Act 2006.

Governors

- All trustees and local governors will have an enhanced DBS check without barred list information and section 128 check.
- They will have an enhanced DBS check with barred list information if working in regulated activity.
- The chair of the board of trustees will have their DBS check countersigned by the secretary of state.
- All trustees, proprietors and local governors will also have the following checks:
 - o Right to work in the UK;
 - o Other checks deemed necessary if they have lived or worked outside the UK.

20.2 Disclosure and Barring Service

A person who is barred from working with children they will be breaking the law if they work or volunteer, or try to work or volunteer with those groups. If SALT knowingly employs someone who is barred to work with children they will also be breaking the law. If there is an incident where a member of staff or volunteer has to be dismissed because they have harmed a child, or would have been if they had not left, SALT will notify the DBS. This will be done by the Principal.

20.3 Childcare Disqualification Requirements 2009

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

21. Staff Training and Induction

All SALT staff, including non-teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively. New starters will be provided with a copy of the Trust's Child Protection Policy and Part 1 of Keeping Children Safe in Education (2019). The trust's senior members of staff with designated responsibility for safeguarding and the Child Protection Coordinator will undertake appropriate training every two years. All other staff undertake the Local Safeguarding Children Board Level 1 Safeguarding Children Training (A Shared Responsibility.) A record of all child protection and safeguarding training carried out by all staff is kept and clearly states when training has expired.

All staff (including temporary staff and students) are provided with the Trust's Child Protection Policy and informed of the Trust's child protection arrangements on induction.

22. Contacts

Hull

<u>Children’s Social Care (Local Authority)</u>	
Early Help and Assessment Hub (EHaSH)	(01482) 448879
Immediate Help	(01482) 300304
West Locality Team	(0 1 4 8 2)
614058/614055/614044/614022/614032	
West Community Support Team (CST)	(01482) 318052
East Locality Team (including CST)	(0 1 4 8 2)
6150110/615079/615120/615096/615192	
North Locality Team (including CST)	(0 1 4 8 2)
612862/612870/612891/612899/614044	
<u>Local Authority Designated Officer</u>	(01482) 790933
<u>Police Public Protection Unit</u>	101
<u>Hull Safeguarding Children Board</u>	(01482) 379090
<u>Children Missing Education (CME)</u>	<u>(01482) 613703</u>
www.hullsafeguardingchildren.org	

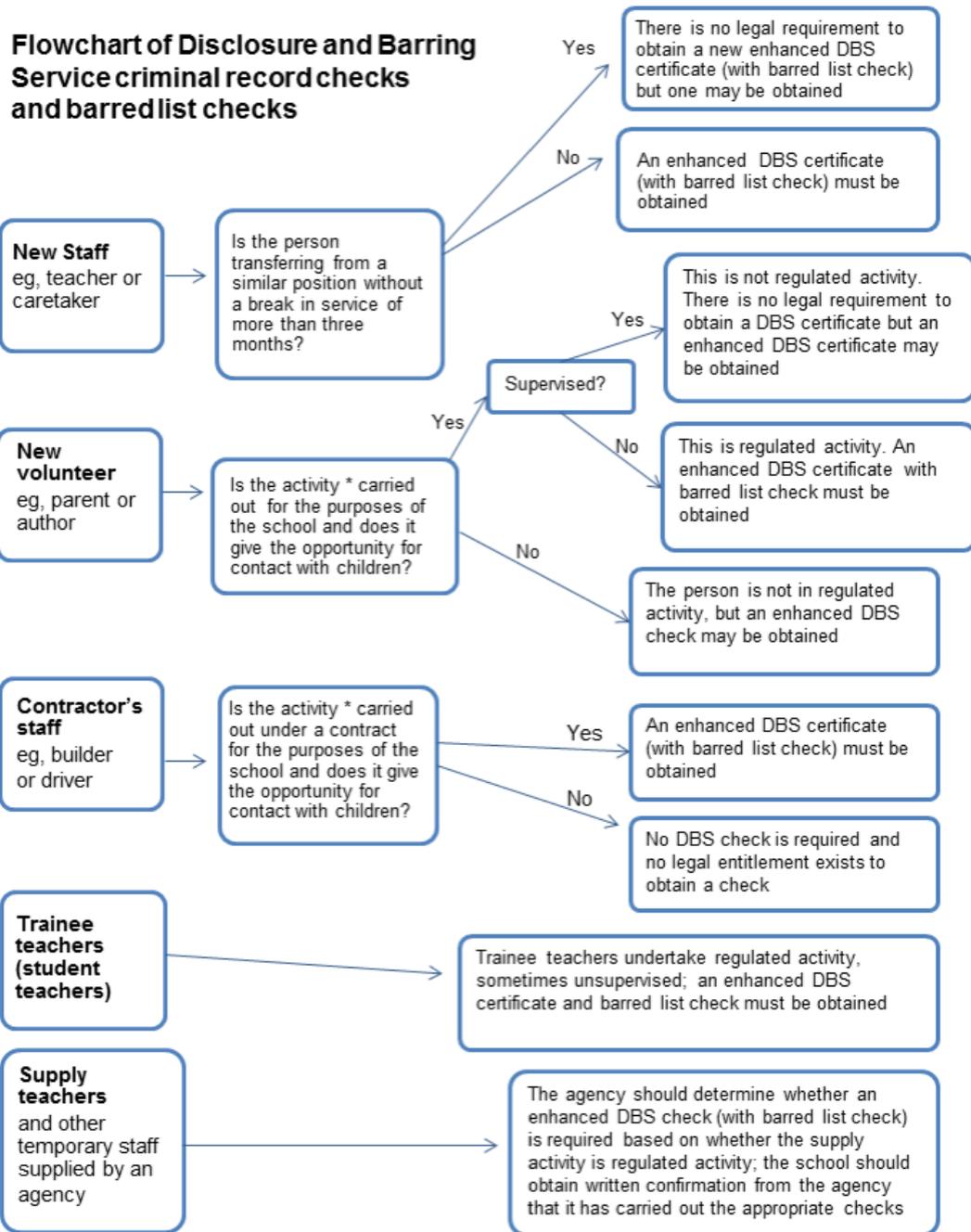
East Riding of Yorkshire

<u>Children’s Social Care (Local Authority)</u>	
Call Centre	(01482) 393939
Children’s Services	(01482) 396840
Emergency Duty Team	(01482) 880826
<u>Child Protection Administrator</u>	(01482) 396472
<u>East Riding Safeguarding Children Board</u>	(01482)396998/9
<u>Local Authority Designated Officer</u>	(01482) 396999
<u>Police Family Protection Team</u>	0845 6060222 ext 2407

Child Protection Officers at x Academy:

Academy	Name	Contact Details

Appendix 1



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'