



Safeguarding (Child Protection) Policy

Version 23/24-1.0

Important: This document can only be considered valid when viewed on the school's website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.	
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It is expected that all staff will read this policy in conjunction with Keeping Children Safe in Education (Part 1) – Current Statutory guidance for Schools. Keeping Child Safe in Education – Part 1 will be provided to all staff as and when revised by the DfE annually.

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Introduction

Malet Lambert has the responsibility to protect and safeguard the welfare of young people with whom it comes into contact. The need for guidelines and procedures is important to ensure that this is done with understanding and clarity.

Our policies, procedures and protocols reflect those contained within the most up to date 'Keeping Children Safe in Education' statutory guidance for schools and colleges.

"Processes and procedures are never ends in themselves, but should always be used as a means of bringing about better outcomes for children. No guidance can, or should, attempt to offer a detailed prescription for working with each child and family. Work with children and families where there are concerns about a child's welfare are sensitive and difficult. Good practice calls for effective cooperation between different agencies and professionals: sensitive work with parents and carers in the best interests of the child; and the careful exercise of professional judgement and critical analysis of the available information" (*Working Together to Safeguard Children – A Guide To Inter-Agency Working To Safeguard And Promote The Welfare Of Children - 2018*).

The persons with lead responsibility for safeguarding within Malet Lambert are the Deputy Headteacher (Designated Safeguarding Lead), Assistant Headteacher (Deputy DSL) and the Child Protection, Safeguarding & Multi Agency Liaison Officer.

Training Received

An ongoing and up to date record of the training of the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and Safeguarding Officer is maintained.

Malet Lambert will aim to protect and safeguard children and young people by:-

- Ensuring that all staff / volunteers are carefully selected, trained and supervised. All teaching and non teaching staff, volunteers, governors and all other adults are subjected to an enhanced DBS check
- Staff and visitors are issued with a lanyard/badge which represents their level of DBS status. Staff and pupils have been informed of the colours and what they represent:

Black Issued to all Malet Lambert staff – fully DBS checked

Blue Issued to visitors or new staff who have produced a valid DBS on arrival

Green Issued to members of the 'Education Alliance' – fully DBS checked

Red Issued to visitors who do not have a valid DBS – these visitors must be escorted at all times

*In line with guidance provided by Ofsted inspectors at a Safeguarding Conference in June 2017 – A blue lanyard will be given to the inspectors on presentation of their Ofsted ID

- The school regularly conduct vigilance tests regarding lanyards and we document the outcome
- Staff and visitors sign in and out through a computerised system (installed May 2017). When parents collect pupils from school during lesson time they are required to produce valid ID and to use the above computerised system which captures a timed

stamped photograph. As part of the signing in process all visitors are given a leaflet outlining the key Child Protection personnel and safeguarding procedures

- At the end of the school day the school have a set of protocols and practice to ensure adequate supervision is provided to safeguard any children left on site
- Having a Child Protection Policy and Procedure and regularly reviewing and updating this in line with national and local policy development. This will be done annually with consultation with governors. Once confirmed by governors, this will form part of the induction pack for all new staff and will be stored on the common drive on the school network. In addition, it will be accessible to parents through the school web site
- Ensuring that staff / volunteers complete appropriate Safeguarding/Child Protection Training as part of a rolling programme that seeks to train all staff to have an awareness of child abuse and neglect and ensure that the training is updated at least every three years
- Ensuring that Malet Lambert has an appropriately trained DSL, deputy DSL and SGO and that all staff and volunteers are aware of the named persons 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 trip and alternative placement risk assessments, CP statements from our partner providers and governor scrutiny of accident book records and safeguarding arrangements
- Letting parents, carers, children and young people know how to report concerns about a child, young person, staff member or volunteer or complain about anything that they are not happy about. This will be communicated to parents and pupils through the website but also through the display of the DSL and SGO around the school and through the information given to all new pupils on entry into the school
- Ensuring that all concerns will be dealt with sensitively, with routine and rigour and with the child at the centre of all actions

All staff and volunteers are made aware of this policy and process for reporting concerns:-

- Staff & Volunteers can access policies via the school website.
- Safeguarding Policy is available to all parents and visitors on the school website.
- Safeguarding training is a part of new staff induction
- Keeping Children Safe in Education – Part 1 booklet is given to all existing and new staff. The KCSIE Part I document is given to staff each time the DfE updates the statutory guidance
- All staff members must complete a ‘Safeguarding’ online training course and refresh every three years. Staff must also complete the ‘Prevent’ online course. The staff receive updates throughout the year on training days and in staff briefings
- Information sheet given to all visitors informing them of which members of staff to contact to express any safeguarding or child protection concerns they may witness whilst in school

1. **Safeguarding and promoting the welfare of children**

Defined for the purposes of this guidance 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 and
- Taking action to enable all children to have the best life chances

2. Child protection

Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

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 Malet Lambert we aim to identify where early interventions are needed to support families in need by closely monitoring children and highlighting any emerging issues. If necessary, and with appropriate consent, information is shared or meetings are convened with other professionals to support effective early help assessments.

“Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years through to the teenage years” (Working Together to Safeguard Children 2018).

We currently work with a number of external agencies including:

Fortis – therapy for pupils on a 1:1 basis re mental health issues

Maxlife - work individually or with the whole family on a variety of issues

Connexions - work to ensure impartial careers guidance with potential NEETS and SEN

Corner House/MESMAC - child sexual exploitation and healthy relationships and e-safety

CAMHS/MIND - individual work with pupils re mental health issues

Sexual Health Nurse - to ensure the sexual safety of our more vulnerable pupils

School Nurse - deals with all health and emotional wellbeing related queries

Dove House - bereavement advice

Hull Domestic Abuse Partnership and Hull Women’s Aid– supporting individuals re domestic incidents/abuse

Refresh – drug and alcohol support

Medical PRU/Home Tuition – supporting pupils with complex difficulties emotional and physical

HRI Medical Classroom – supporting pupils with medical needs/injuries

Youth Development Service – to engage young people in positive activities outside of school

Pupil Referral Units – supporting pupils with barriers to learning

Headstart – work with pupils to promote emotional wellbeing

EHASH – assess and support families offering a range of services relating to their needs

VENT (Vulnerable, Exploited, Missing and Trafficked Team) – supporting young people in those areas

Lifeskills Hub – Supporting pupils re mental health issues

External Counsellors, Mental Health Practitioners and MIND – supporting young peoples’ mental health

3. **Children**

Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.

4. **Definitions of harm**

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

Physical abuse

A form of abuse which 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

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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a 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 (including cyber 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

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

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, clothing and shelter (including exclusion from home or abandonment,) failing to protect a child from physical and emotional harm or danger, failing to ensure adequate supervision (including the use of inadequate care-givers) or failing 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 / DSL's do have a duty to report any concerns about harm in accordance with the Local Safeguarding Children Board, Guidelines and Procedures.

Self-Harm

School staff can play an important role in preventing self-harm and also supporting pupil, peers and parents currently engaging in self-harm.

Any member of staff who is aware of a pupil engaging in or suspected of being at risk of engaging in self-harm should **always** report their concerns on CPOMS (software used in school to report concerns to the relevant staff).

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

Child Sexual Exploitation (CSE)

Statutory definition of Child Sexual Exploitation

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 occur through the use of technology.

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

Significant indicators:

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

Refer to HSCP guidance for practitioners

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s or college’s Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and/or Safeguarding Officer (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: In addition, it is illegal for someone to arrange for a child to have this procedure.

At Malet Lambert we believe that our pupils should be kept safe from harm. If staff have a concern they should activate local safeguarding procedures using existing national and local protocols for multi-agency liaison with police and children’s social care.

Honour Based Violence

Honour Based Violence 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.

At Malet Lambert we take HBV crime very seriously and deal with cases sensitively and confidentially. To this end we work collaboratively with external agencies to keep children and young people safe from harm.

Forced marriage

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 perpetrators use perceived cultural practices to coerce a person into marriage. The school can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, multi-agency statutory guidance for dealing with forced marriage, which can both be found at The Right to Choose: government guidance on forced marriage - GOV.UK (www.gov.uk) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk

Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Child-on-Child Abuse

Child-on-Child abuse can include: all forms of bullying, being coerced into sending sexual images (sexting), physical or sexual assaults, sexual violence, sexual harassment, sexual activity without consent, upskirting, child sexual exploitation or teenage relationship abuse.

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

Sexual Harm and Harassment

Malet Lambert is fully committed to ensuring that all pupils experience a positive culture where pupils are educated and supported with the aim of ensuring that they are free from any sexual harm and/or harassment within the confines of the school or elsewhere. If any Malet Lambert pupil was to have any such experience our role is to foster an open, trusted and caring environment into which all pupils would feel they could disclose their experience and receive appropriate support. We operate a transparent approach where we regularly evaluate the culture within the school and respond accordingly. The school works in close partnership with a raft of safeguarding leads and bodies within the local area and we follows all statutory guidance. We are particularly led by Part 5 of the current KCSIE document.

Special Educational Needs and Disability (SEND)

We are an inclusive school and recognise that SEND children have exactly the same human rights to be safe from abuse and harm as non-SEND children.

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.

Children Missing in Education (CME)

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. At Malet Lambert 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.

(Ref: Attendance Policy and Local Authority CME protocols)

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity, drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism 15 should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources

If the school has any concerns regarding a young person being exploited the relevant agencies would be contacted and information passed on.

5. Recognition of harm

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

- Information given by the child, his/ her friends, a family member or close associate
- The child's behaviour may become different from the usual, be significantly different from the behaviour of their peers, be bizarre or unusual or may involve 'acting out' a harmful situation in play
- An injury which arouses suspicion because;
 - It does not make sense when compared with the explanation given
 - The explanations differ depending on who is giving them (e.g., differing explanations from the parent / carer and child)
 - The child appears anxious and evasive when asked about the injury.
- Suspicion being raised when a number of factors occur over time, for example, the child fails to progress and thrive in contrast to his/her peers
- Contact with individuals who pose a 'risk to children' 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 in Schedule One of the Children and Young Person's Act 1933 (Sexual Offences Act 2003), or someone who has been identified as continuing to present a risk to children

The parent's behaviour before the birth of a child may indicate the likelihood of significant harm to an unborn child, for example substance misuse, or previous children removed from their carers.

Young Carers

Children and young people under 18 who provide or intend to provide care assistance or support to another family member are called young carers. They carry out on a regular basis, significant or substantial caring tasks and assume a level of responsibility which would usually be associated with an adult. The person receiving care is often a parent but can be a sibling, grandparent or other relative who is disabled, has some chronic illness, mental health problem or other condition connected with a need for care support or supervision. Young carers can be particularly vulnerable

6. Acting on concerns

No professional should assume that someone else will pass on information which they think may be critical to keeping a child safe. If a professional has concerns about a child's welfare and believes they are suffering or likely to suffer harm, then they should share the information with local authority children's social care. (Working Together 2018). For more information about information sharing and effective communication see appendices 1 and 2.

Seeking Medical Attention

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

Managing a disclosure

- 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
- Do not ask children to write a statement
- 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
- The designated lead for child protection within your organisation must be informed immediately

7. Referring concerns about a child

The DSL and/or SGO will act on behalf of the school in referring concerns or allegations of harm to the Local Authority EHASH Team or the Police Public Protection Unit.

If the DSL or SGO is in any doubt about making a referral it is important to note that advice can be sought from Local Authority EHASH Team. 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.

It is not the role of the DSL or SGO to undertake an investigation into the concerns or allegation of harm. It is the role of the designated safeguarding lead to collate and clarify details of the concern or allegation and to provide this information to the Local Authority EHASH Team, or Locality Team 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.

Consent

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

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. The reasons for dispensing with consent from the parents, carer or child should be clearly recorded and communicated with the Local Authority EHASH Team.

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.

Preparing to Discuss Concerns about a Child with Children's Social Care

Try to clarify in your mind why you are worried, is it based on:

- What you have seen
- What you have heard from others
- What has been said to you directly

Try to be as clear as you can about why you are worried and what you need to do next:

- This is what I have done
- What more do I need to do?
- Are there any other children in the family?
- Is the child in immediate danger?

In the conversation that takes place the duty Social Worker will seek to clarify:

- The nature of the concerns
- How and why they have arisen
- What appear to be the needs of the child and family and
- What involvement they are having or have had with the child and / or family

Questions Children's Social Care may ask at Initial Contact

- Agency (i.e. school, etc) address and contact details of referrer
- Has consent to make the referral been gained? Information regarding parents' knowledge and views on the referral
- Where consent has not been sought to make a referral you will be asked to explain what informed your decision making
- Full names, dates of birth and gender of children
- Family address and, where relevant, school/nursery attended
- Previous addresses
- Identity of those with **Parental Responsibility**
- Names and dates of birth of all members of the household
- Ethnicity, first language and religion of children and parents
- Any special needs of the children or of the parents and carers
- Any significant recent or past events
- Cause for concern including details of allegations, their sources, timing and location
- The child's current location and emotional and physical condition
- Whether the child needs immediate protection
- Details of any alleged perpetrator (name, date of birth, address, contact with other children)
- Referrer's relationship with and knowledge of the child and his or her family
- Known involvement of other agencies
- Details of any significant others
- Gain consent for further information sharing / seeking
- The referrer should be asked specifically if they hold any information about difficulties being experienced by the family/household due to domestic violence, mental illness, substance misuse and/or learning difficulties

Referral Proforma

All telephone referrals made by professionals should be followed up, within 48 hours by a written referral giving specific and detailed information.

All referrals are submitted via the EHASH portal

Feedback

Children's Social Care should acknowledge a referral via the Portal straight away either by email or telephone

8. 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 organization will report the nature of the allegation or concern to the Headteacher immediately. The member of staff who has a concern or to whom an allegation or concern is reported should not question the child or investigate the matter further.

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

In the case that the concern or allegation relates to the Headteacher, the Designated Safeguarding Lead (DSL) or the Chair of Governors should be contacted. The Chair of Governors will report the matter to the Designated Officer for Schools.

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

An allegation is defined as where it is alleged that a person who works with children has: -

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

National contacts for NSPCC – Whistle Blowing

Tel: 0800 028 0285 Email: help@nspcc.org.uk

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 they are the complainant) in a way that is appropriate to the child's age, understanding and preferred language or communication style
- Make a written record of the information (where possible in the words a child used), including:-
 - When the alleged incident took place (time and date)
 - Who was present (witnesses)
 - What was said to have happened
 - Sign and date the written record
- Report the matter immediately to the Designated Officer for Schools or in her absence the Local Authority Designated Officer directly

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

Malet Lambert adheres to the Department for Education 'Keeping Children Safe in Education' statutory guidance.

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.

It is a criminal offence under the Education Act 2011 to name a teacher who has had an allegation made against them before they are charged by the Police. This includes all stakeholders and parents, and any form of disclosure i.e. social networking sites, speaking with the press, playground or staffroom 'gossip' etc.

Allegations against other pupils

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

9. Recruitment and selection

It is important when recruiting paid staff and volunteers to adhere to the organisation's recruitment policy. This will ensure potential staff and volunteers are screened for their suitability to work with children and young people.

The Disclosure and Barring Service (DBS) can help employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children.

A person who is barred from working with children or vulnerable adults will be breaking the law if they work or volunteer, or try to work or volunteer with those groups. If the school knowingly employs someone who is barred to work with those groups 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 vulnerable adult or would have been if they had not left, the school will notify the DBS.

Induction

When new members of staff join Malet Lambert they will be informed of the safeguarding arrangements in place. They will be given a copy of the school's safeguarding policy plus Part 1 of Keeping Children Safe in Education document, and also told the name of the DSL, Deputy DSL and SGO. Every new member of staff will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record information and issues of confidentiality. The induction will also remind members of staff of their responsibility to safeguard all children at our school and the remit of the role of the DSL, Deputy DSL and SGO. All new staff must complete the schools on line Safeguarding training and Prevent training course.

All volunteers and temporary staff to our school will be provided with the same level of information in relation to safeguarding.

Training

The DSL, Deputy DSL and SGO undertake specific specialist training on appointment which enables them to work in partnership with other agencies and gives them the

knowledge and skills needed to fulfil their role. In order to maintain their knowledge and skills the DSL, Deputy DSL and SGO undertake refresher training at two yearly intervals and additional training relating to safeguarding.

All staff members have basic child protection training that equips them to recognise and respond to child welfare concerns. All the training is done via an online training provider. The school maintains a record of Safeguarding training, PREVENT training and all other relevant training which staff require, this includes teaching and non teaching staff. Every staff member undertakes appropriate refresher training every three years and receives updates regarding safeguarding/child protection.

Our Governing Body will also undertake appropriate training to ensure it is able to carry out its duties to safeguard pupils and staff at our school.

10. Extremism & Radicalisation

The school has a lockdown procedure in place. A continuous alarm bell will sound, pupils and staff will remain in the classroom or proceed to the nearest room for safety. The school will follow the 'RUN, HIDE, TELL' guidance issued by the police.

All pupils and staff have been informed of the lockdown procedure and practice drills have taken place.

Prevent is one part of the Government's strategy for countering terrorism and extremism in the UK. Terrorism and extremism is not restricted to violent Islamism and those groups associated with Al Qaeda, although this remains the greatest threat to the UK. There are also risks from the Extreme Right Wing, Northern Ireland related terrorism and other single causes.

The Prevent strategy has three main objectives which are;

- **Ideology** - To respond to the ideological challenge of terrorism and the threat we face from those who promote it
- **Institutions** - Work with a wide range of sectors, in particular education, faith groups, healthcare providers, criminal justice and the internet, where there are risks of radicalisation
- **Individuals** - Prevent people from being drawn into terrorism and protect those who are at risk of radicalisation, ensuring that they are given appropriate advice and support

The Channel process is a key element of the *Prevent* strategy. It is a multi-agency approach to identifying and supporting those **individuals** who are vulnerable and at risk from radicalisation.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs. Channel uses existing collaboration between local authorities, the police, statutory partners and the local community to:

- Identify individuals at risk of being drawn into terrorism
- Assess the nature and extent of that risk and

- Develop the most appropriate support plan for the individuals concerned

How to report your concerns

Anyone can report or refer an individual whom they feel is vulnerable to radicalisation. The information will be dealt with in confidence and in line with current legislation. The emphasis is on safeguarding individuals and protecting the public.

You can refer individuals directly to the Channel process or report Prevent related information through Prevent@humberside.pnn.police.uk

11. Risk Assessments

Risk assessments for individual pupils may be necessary to protect pupils from injury or harm to themselves or other members of the school community, it may also be used where an additional layer of support above a medical care plan is needed to support a child's medical condition.

A decision as to whether a pupil requires a risk assessment is made on an individual basis.

12. Contacts

Hull

Children's Social Care (Local Authority)

EHASH	(01482) 448879
Emergency Duty Team - Out of Hours	(01482) 300304
Local Authority Designated Officer	(01482) 790933/613372
Police Public Protection Unit	101
Hull Safeguarding Children Partnership	(01482) 379090
www.hullsafeguardingchildren.org	

East Riding of Yorkshire

Children's Social Care (Local Authority)

Referrals – Support & Safeguarding Hub	(01482) 395500
Help and Advice – Early Help	(01482) 391700
Emergency Duty Team	(01482) 393939
East Riding Safeguarding Children Partnership	(01482)396998/9
Local Authority Designated Officer	(01482) 396999
Police Public Protection Team	101

13 - Appendix 1 - Seven Golden rules of information sharing

Information Sharing: Advice for Practitioners providing safeguarding services to children, young people, parents & carers (2018) is aimed at supporting good practice in information sharing by offering clarity on when and how information can be shared legally and professionally in order to achieve improved outcomes. It can be especially useful in supporting early intervention and preventative work where decisions about information sharing may be less clear than in safeguarding or child protection situations. Below are the seven golden rules of information sharing that this guidance recommends.

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 onset 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 still 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 wellbeing 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. Keep a record of your decision and the reason 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.

14 - Appendix 2 - Considerations when Contacting another Agency/Service

Effective communication requires a culture of listening to and engaging in, dialogue within and across agencies. It is essential that all communication is as accurate and complete as possible and clearly recorded.

Accuracy is key, for without it effective decisions cannot be made and equally, inaccurate accounts can lead to children remaining unsafe, or to the possibility of wrongful actions being taken that affect children and adults

Before contacting another agency, think about why you are doing it, is it to:

- **Share Information**

To share information is the term used to describe the situation where practitioners use their professional judgement and experience on a case by case basis to decide whether and what personal information to share with other practitioners in order to meet the needs of a child or young person (CWDC 2009)

- **Signpost to Another Service**

The definition to signpost is to indicate direction towards. It is an informal process whereby a professional or a family is shown in the direction of a service.

If someone is signposted to a service it is because accessing the service may enhance the family's quality of life, but there would be no increased risk to the child or young person should the service not be accessed.

No agency is responsible for the monitoring or recording of signposting.

Get Advice and Guidance

Seeking advice and guidance at any time, making a general query or perhaps consulting with a specialist colleague within your own organisation (or from another agency) may enhance the work that you are doing with a child, young person or family at any stage. It could be that you want further information about services available or that you want some specialist advice or perhaps need to consult about a particular issue or query for instance to ask if making a referral is appropriate.

The name of the child and family should be anonymous at this stage unless agreement to share the information has already been obtained.

It is vital that you record that you have sought information and advice in your own records. The agency you are contacting may not record this information, particularly if the case is not open or active with them. It should be agreed between agencies in this situation as to who records what information.

Facilitate Access to a Service

If you think that a family may benefit from a service then directing, signposting or facilitating is appropriate. For example, a family approaches your service and asks for some advice about leisure activities in the local area. You give them the information and directions to the nearest open access leisure centre.

Refer a Child or Family

If you think that by not accessing a particular service, a child's situation could deteriorate then a referral is appropriate. However, a referral is only the start of the process. You as the referrer have a responsibility to monitor that the service has been taken up and the child's situation has improved.

Sometimes you may need to draw on other support services, for example when an intervention has not achieved the desired outcomes and the child/young person requires more specialist or sustained support.

A specific gap in services to meet a need or any level of concern warrants follow up and monitoring to ensure there is no risk to children.

At the end of the conversation both parties must be clear about the outcome and the next course of action.

Professional Differences

Where there are any professional differences about a particular decision, course of action or lack of action you should consult with a Senior Manager within your own organisation about next steps.

Recording

Well kept records about work with a child and his or her family provide an essential underpinning to good professional practice. Safeguarding and promoting the welfare of children requires information to be brought together from a number of sources and careful professional judgements to be made on the basis of this information. These records should be clear, accessible and comprehensive, with judgements made and decisions and interventions carefully recorded. Where decisions have been taken jointly across agencies, or endorsed by a manager, this should be made clear. (*Working Together 2018*)

You should record your decision and the reasons for it, whether or not you decide to share information. If the decision is to share, you should record what information was shared and with whom.

You should work within your agency's arrangements for recording information and within any local information sharing procedures in place. These arrangements and procedures must be in accordance with the General Data Protection Regulation (GDPR) and Data Protection Act 2018

(Information Sharing: Advice for Practitioners providing safeguarding services to children, young people, parents & carers - 2018)

15 - Appendix 3

Procedures at Malet Lambert

- It is perfectly acceptable for a concern to be discussed with the appropriate pastoral staff if necessary
- A member of staff or volunteer must report any concerns or allegation of harm immediately to the designated persons; DSL, Deputy DSL or SGO, using 'CPOMS' (software application for recording and monitoring child protection and safeguarding concerns)
- In the absence of the DSL, Deputy DSL or SGO the matter should be reported to the person identified as their deputy at that point in time. In the event of neither of these individuals being available the matter should be reported through the line management system or the Headteacher. 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
- Should a member of staff ever become aware of a CP issue outside the normal school hours (for example at a late night, weekend or half term revision session) and that the designated person/s or senior member of staff cannot be contacted, then the member of staff should contact EHASH Team or the emergency Duty Team
EHASH Team (01482) 448879
Emergency Duty Team (01482) 300304
- When members of staff record the CP concern it is important to ensure that sufficient detail is given; full names included of all involved. This information is likely to be the first document in a trail of evidence and may therefore be used outside the school; it should therefore not contain value judgements
- Supporting documents to the entries on the 'CPOMS' database will be stored in the secured CP files where documents will be filed chronologically
- Full access to the CPOMS database is limited to those who are key holders such as the DSL, Deputy DSL and SGO, SLT, Pastoral staff, Support Mentors and LSC Manager
- Action taken for each reported concern is sent back to the referring member of staff via CPOMS so they can see the outcome of the concern
- CP concerns will be shared with staff on a need to know basis. Pupils with known CP concerns will be identified securely on the school network to alert staff to potential issues. No detail of concerns will be shared other than on a need to know basis
- Inclusion meetings take place weekly and include the Deputy DSL, Safeguarding Officer, Attendance Officer, Education Welfare Officer, Learning Support Centre Manager & SENCO.