

Safeguarding Policy & Procedure

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Related Policies	

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Introduction

- 1.1 Our vision, underpinned by co-operative values¹, is threefold; to work in partnership with the community we serve to combat social exclusion and deprivation, to build a sustainable and vibrant community and local economy, and to provide learners with a global perspective helping them to become responsible and articulate citizens in a global economy. We will achieve this by delivering the highest possible standards of education, and for this we rely on the appropriate conduct of all our employees and volunteers.
- 1.2 Thrive welcomes the support of recognised Trade Unions in seeking to implement this policy in a fair and consistent manner.
- 1.3 Prior to final approval by the Trust Board this policy has been the subject to consultation with unions and professional associations; their suggested amendments have been taken into consideration and changes made where they can be agreed.
- 1.4 The Trust prides itself on having an open and honest culture, and is committed to the highest possible standards of probity and accountability. However, it also recognises that irregularities, wrong doing or serious failures in standards can sometimes occur.
- 1.5 The Trust recognises that, from time to time, situations will arise where employees become aware of poor practice that can affect the wellbeing of pupils, users of our services, our employees and the long-term reputation of the School and the Trust. We encourage employees with serious concerns about any aspects of the Trust's work to come forward and voice those concerns. Confidentiality will be maintained as far as is possible.

1 Preface

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

2 Statement of Intent

Kelvin Hall School recognises that protecting and safeguarding children and young people is a shared responsibility and that this depends on 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, may need coordinated help from Health, the Police and Social Care. These are the school's Safeguarding partners. The voluntary sector and other agencies also have an important role in protecting and safeguarding children.

¹ self-help, self-responsibility, democracy, equality, equity, solidarity, honesty, openness, social responsibility and caring for others

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

Kelvin Hall School aims to protect and safeguard pupils by:

- Ensuring that all staff and volunteers are carefully selected, checked, vetted, trained and supervised
- Having a Safeguarding Policy that is reviewed and updated in line with national and local developments as well as reviewed annually.
- Ensuring **all staff and volunteers** are familiar with this Policy and understand at least Part 1 of 'Keeping Children Safe in Education (KCSiE) 2021'. Furthermore, **staff involved in recruitment** know and understand Part 3 of KCSiE 2021
- Ensuring that staff / volunteers receive Safeguarding training appropriate to their role and their level of involvement.
- Ensuring that Kelvin Hall School has a Designated Safeguarding Lead (DSL) and a Deputy (DDSL), that all staff and volunteers know who these members of staff are and know how to report concerns to them.
- Assessing the risk that pupils are likely to encounter and take steps to minimise and manage these.
- Letting parents/carers, and pupils know how to report concerns about another pupil, a staff member/volunteer and how to complain about anything that they are unhappy about.
- Giving pupils, parents and carers information about what the school does and expectations as well as offering different pupils different ways of reporting concerns from both in and out of school

3 National and Local Guidance

This Policy should be read in conjunction with the Hull Safeguarding Children Partnership (HSCP) guidelines and procedures. In accordance with The Children Act 2004, it is a statutory responsibility for key agencies in contact with children and young people, to make arrangements to ensure that in discharging their functions and that they have regard to the need to safeguard and promote the welfare of children (Section 11 - Children Act, 2004). Where private or voluntary organisations come into contact with, or offer services to children, they should take account of this guidance and follow it as far as possible. In line with Section 11 of The Children Act, Kelvin Hall School undertakes a comprehensive annual audit of all Safeguarding processes and procedures with any actions arising swiftly addressed.

The following national guidance should also be referred to:

- The Children Act - 1989 and 2004
- Working Together To Safeguard Children - 2018
- Keeping Children Safe in Education: 2021
- Human Rights Act - 1998
- Criminal Justice & Court Services Act - 2000
- The Protection of Children Act - 1999
- The Sexual Offences Act - 2003
- What To Do If You're Worried A Child Is Being Abused - 2003

- Safer Working Practice for Adults who Work with Children and Young People - 2015
- Information Sharing: Guide for Practitioners and Managers - 2015

4 Relevant Policies

There is crossover with a number of other policies in place, including:

- Peer on Peer Sexual Abuse Policy
- Health & Safety Policy
- Safer Recruitment Policy
- Complaints Procedure
- Staff Disciplinary Policy
- Staff Code of Conduct
- Diversity & Equality Policy
- Staff Handbook
- Anti-Bullying Policy
- Online Safety
- Whistleblowing Policy
- Behaviour Policy

5 Safeguarding and Promoting Welfare

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

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

5.2 Child Protection

Child Protection is a part of safeguarding and promoting welfare, referring to action taken to protect specific children who are suffering, or are at risk of suffering, significant harm. Effective Child Protection is essential to safeguard and promote the welfare of children. 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 Early Help

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

5.4 Children in Need

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

or development will be significantly impaired, without the provision of services, including children with a disability.

5.5 Children at Risk

Some children are at risk because they are 'suffering or likely to suffer significant harm' as defined under Section 37 of the Children Act - 1989. Significant harm is the threshold that justifies compulsory intervention in family life in the best interests of the child and gives the Local Authority a duty to make enquiries and to decide whether they should take action to safeguard or promote the welfare of the child.

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 Abuse and Neglect

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

PHYSICAL ABUSE: May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

- **EMOTIONAL ABUSE:** Is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only as they meet the needs of another person. It may involve seeing or hearing the ill-treatment of another or involve serious bullying (including online). Emotional abuse can cause children to frequently feel frightened or in danger, or it may involve the exploitation or corruption of children.
- **SEXUAL ABUSE:** Involves forcing or enticing a child or young person to take part in sexual activities, including prostitution - whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. This includes non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.
- **NEGLECT:** Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. This can also occur during pregnancy. 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, failure to ensure adequate supervision including the use of inadequate carers 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.

The above is not an exhaustive list - it should be recognised that it is not the role of school staff to make an assessment of whether children suffered harm. Staff have a duty to report any concerns in accordance with the Hull Safeguarding Children Partnership Guidelines & Procedures and by using the school's reporting methods in the first instance - covered later in this document.

8 Recognition of Harm

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

- Information given by the child themselves, by friends, a family member or person close to them.
- The child's behaviour may become different from the usual, be significantly different from the behaviour of their peers, be unusual or may even involve 'acting out' a harmful situation when playing.
- An injury that is suspicious as it does not make sense in light of the explanation given or the explanations differ depending on who is giving them i.e. different explanations from the parent/carer and child.
- The child appears anxious and evasive when talking about an issue.
- A number of incidents occur over time
- Children also face significant risk of harm via:

Substance Misuse - as a result of the excessive use of alcohol, illegal and controlled drugs, solvents or related substances. The use of drugs and substances by parents/carers does not in itself indicate child neglect or abuse. It is important for agencies to assess how parental substance use impacts on the child.

Mental Health - mental illness in a parent or carer does not always have an adverse effect on the child. It is important for the implications to be assessed as the adverse effects of parental mental illness on the child are less likely when problems are mild, last for a short period of time, are not associated with family disharmony and where there is another parent or family member who can respond to the child's needs and offer protection. Where mental illness is accompanied by problem alcohol use, domestic violence or associated with poverty and social isolation, children are particularly vulnerable. The link between poor mental health and the wellbeing of the child is highlighted in Keeping Children Safe in Education 2021.

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

Domestic abuse can impact children in a number of ways:

- It can pose a threat to the physical wellbeing of an unborn child if a mother is assaulted

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

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

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

Peer on Peer Abuse - includes all forms of bullying - verbal, physical and emotional, sexual harassment and comments, including being coerced into sending sexual images, upskirting, physical or sexual violence and exploitation or teenage relationship abuse. This includes online bullying via phones and on social media. At Kelvin Hall School we are proactive in this area and we adhere to the guidance and processes in our Peer on Peer Sexual Abuse Policy (available on request).

A pupil against whom an allegation of abuse has been made, may face sanctions as per the Behaviour Policy and the school may need to work with Social Care and/or the Police to take appropriate action, as detailed in the Peer on Peer Sexual Abuse Policy.

Child Sexual Exploitation (CSE) is when a child is rewarded with food, accommodation, drugs, alcohol, cigarettes, affection, gifts or money in return for performing sexual activities, or for allowing another person to perform sexual activities on the child.

Significant indicators can include:

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

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

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

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

Female Genital Mutilation - all procedures involving removal or partial removal of the female genitalia or injury to the female genitals. It is illegal in the UK and is a form of child abuse that has long-lasting harmful consequences. Staff in schools must directly report to the Police where FGM appears to have been carried out or if there is suspicion that it is planned. It is illegal for someone to arrange for a child to have this procedure.

Radicalisation and Extremism - is the process by which people come to support terrorism and have extreme views and, in some cases, to then join terrorist groups. The process of radicalisation can be different for every individual and can happen over an extended period or over a short time-frame. At Kelvin Hall School we help our pupils become resilient to the messages of extremists by encouraging the understanding and value of others, by encouraging the appreciation of diversity and developing skills in children so they are able to debate. The curriculum supports and explores the values of different faiths and cultures.

Should there ever be any concerns of radicalised or extremist behaviours, this will be dealt with in conjunction with Humberside Police.

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

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

At Kelvin Hall School we do all we can to ensure that children are protected from harm and we aim to build resilience in our children. Staff receive regular training, updates and reminders to help them in their duty of care and so that they are clear on how to respond to and report incidents.

9 Managing Disclosures

If a child discloses a serious concern to a staff member, it is important that, as far as possible, these basic principles are followed:

- Listen to what the child has to say with an open mind
- Do not ask probing or leading questions designed for the child to reveal more - try to use 'TED' to help... Tell me, Explain, Describe.
- Never stop a child who is freely recalling significant events
- Take note of the discussion, record the time, setting and people present
- Never promise the child that this can be kept secret and explain that you must pass this on to someone else.

- Inform the DSL/DDSL via the school's usual reporting processes

10 Special Educational Needs & Disabilities (SEND)

As an inclusive school, staff understand that children with SEND may be more vulnerable to abuse and are more likely to be targeted due to the difficulties they may have in communicating what is happening to them. Therefore staff ensure that children with SEND are responded to carefully when they have, or show signs of, concern. Staff are trained to be very aware when working with children with SEND, in line with KCSiE 2021.

11 Children Missing from Education (CME)

Children are best looked after and protected by attending school regularly; they will be safe from harm and professionals monitor their wellbeing. We encourage the full attendance of all our pupils at all times. Where we have concerns that a child is missing from education, we always follow Hull City Council protocols and refer to the Education Welfare Service and the CME Officer who will make efforts to identify the child's whereabouts. The child will not be removed from our school roll until notified by the CME Officer that it is appropriate to do so.

12 The Designated Safeguarding Lead (DSL) & Deputy Designated Safeguarding Lead (DDSL)

The DSL is **Claire Grandidge** and the responsibilities of the role include:

- Monitoring and recording concerns about the wellbeing of pupils.
- Making referrals to Social Care
- Liaising with the other Safeguarding partners - Health and the Police.
- Arranging training for staff / volunteers.
- Initiating and/or attending relevant multi-agency meetings regarding any pupil.

The DSL may share limited information on a 'need to know basis' amongst the staff/management whilst respecting the need for confidentiality. It **is not** the DSL's role to undertake an investigation into any concerns or allegations of harm. It **is** the role of the DSL to collate and clarify details of the concern or allegation and to provide this information to Social Care.

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

13 Seeking Consent for a Referral

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

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

In cases where an allegation has been made against a family member living in the same household as the child and discussing the matter with the parent would place the child at risk of harm, or where discussing it may place a

member of staff/volunteer at risk, consent does not have to be sought prior to the referral being made.

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

14 Reporting Concerns or Allegations of Abuse

All staff must report any concerns or allegations of harm immediately to the DSL via the school's reporting procedures - CPOMS. In the absence of the DSL, the DDSL must be informed.

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

15 Making an External Reference

Referrals of all children in need, including those where there are Safeguarding concerns will be made to: Children's Social Care via EHASH or to the Police - Protecting Vulnerable People Unit. All referrals made by telephone must be recorded as soon as possible.

The DSL should make a detailed and accurate referral, giving the following information:

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

16 Allegations Against Staff / Volunteers

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

If the allegation concerns the Head/Executive Headteacher the concern must be shared with the Chair of Governors who will contact Ray Khan immediately.

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

17 Seeking Medical Attention

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

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

If any injury remains untreated, this may well indicate neglect and the school will monitor the situation closely, taking advice from, or referring to, Children's Social Care.

18 Staff & Volunteer: Safe Working Practice

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

- Avoiding situations where a staff member or volunteer is on their own with a child.
- In the event of an injury to a child, accidental or not, ensuring that it is recorded and witnessed by another adult in the Accident Book.
- Maintaining written records of any allegations a child makes against staff and volunteers and reporting these in line with this policy.
- If a child touches a staff member/volunteer inappropriately, recording what happened immediately and inform the DSL.
- Following the school's Behaviour Policy.

19 Code of Practice

Staff should always:

- Take any allegation, suspicion or concern about abuse seriously, including those made against staff and report these.
- Provide an opportunity and a culture for children to talk to others regarding any concerns they may have.
- Provide an environment that encourages children and adults to feel comfortable and confident in challenging attitudes and behaviours that may discriminate against others. Risk-assess situations and activities to ensure all potential dangers have been identified and planned for.
- Treat others with dignity and respect.
- Adhere to the Code of Conduct for staff.

Staff should not:

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

20 Recruitment & Selection

Potential staff and volunteers are checked and vetted for their suitability to work with children as per the Safer Recruitment Policy. This includes:

- Completing an application form, including details of previous employment, full educational and employment history as well as documented reasons for any gaps in employment, details of any conviction for criminal offences (including spent convictions under the Rehabilitation of Offenders Act - 1974) agreement for an enhanced Disclosure & Barring Service (DBS) check.
- Two satisfactory references, including the current or most recent employer - where the referee is school-based, the request will ask that the reference is confirmed as accurate by the Headteacher in respect of disciplinary investigations.
- Verification of the candidate's identity, including checking the name on the birth certificate where this is available
- Verification of eligibility to work in the UK
- Verification of the candidate's mental and physical fitness to undertake the duties of the role, with reasonable adjustments if applicable
- Overseas criminal records check or Certificate of Good Conduct (where applicable) and (for teaching posts) Letter of Professional Standing from the relevant regulatory authority where the applicant has worked overseas as a teacher (if applicable)
- For teaching posts, verification of successful completion of statutory induction period if relevant - applicable to those who obtained QTS after 7 May 1999
- Verification of educational and professional qualifications
- For teaching posts, confirmation that the candidate is not subject to a Prohibition Order as issued by the Secretary of State or has any current sanctions or restrictions imposed
- Verification that the individual has not been disqualified from working with children under the Childcare Act 2006, if applicable
- All staff in a management position are subjected to a Section 128 check.
- All staff are checked against The Barred List
- All new staff receive Safeguarding induction and training, including the latest KCSiE as well as regular updates in line with the rest of the staff team.
- The potential staff member or volunteer will be interviewed for their suitability for the post.
- Non-teaching staff and volunteers will be subject to a probationary period of 6 months, during which they will be supervised with monthly meetings taking place with their manager / supervisor to identify any concerns, training and support if needed.

Disclosure and Barring Service - a person who is barred from working with children will be breaking the law if they work/try to gain employment/volunteer to work with children. Should Kelvin Hall School knowingly employ someone who is barred from working with children, this would also constitute breaking the law. If there is an incident where a member of staff/volunteer is dismissed having harmed a child, or may have if they had not left, the DBS will be notified.

21 Children in Local Authority Care (CLA)

Kelvin Hall School aims to tackle any underachievement of children in care and to bring their achievement in line with their peers by always considering how the school could more effectively meet the needs of children in care. To this end, every child in care will have a carefully detailed and monitored Personal Educational Plan (PEP) that aims to overcome barriers to educational success. In a general sense, the barriers include:

- Lack of effective advocacy, stability and continuity due to moves of placement and school
- Prolonged periods out of school

22 Designated Teacher Responsibilities

There is a Designated Teacher at Kelvin Hall School to champion the needs of CLA, provide training for staff regarding issues related to CLA and to maintain positive working relationships with Social Care.

- The Governor responsible for children in care is **Julie Lynch**
- The Designated Teacher for Children in Care is **Rachel Hilton/Lynda Carrington**

23 Contacts

Hull

EHASH	(01482) 448879
Emergency Duty Team (out of hours)	(01482) 300304
Local Authority Designated Officer (LADO)	07710 119092 (01482) 613372
Humberside Police (Public Protection Unit)	(01482) 220393