

Oakfield School

2. Child Protection Policy



To be Reviewed:	October 2018 (Updated September 2018)
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Contents

1. Preface, Ethos and Every Child Matters.
2. Statement of Intent
3. National & Local Guidance
4. Safeguarding & Promoting Welfare & Child Protection.
 - 4.1 Safeguarding & Promoting the Welfare of Children defined
 - 4.2 Child Protection
 - 4.3 Children in Need
 - 4.4 Significant Harm
5. Who Abuses Children?
6. What is Abuse & Neglect?
 - Physical Abuse
 - Sexual Abuse
 - Emotional Abuse
 - Neglect
7. Recognition of harm
8. Screening, Searching and Confiscation
9. Managing Disclosures of Abuse
10. The Role of the Child Protection Co-ordinator
11. The role of the School Health Service
12. The role of the School Governing Body
13. The role of the Head Teacher
14. Seeking Consent for a Referral
15. Reporting Concerns or Allegations of Abuse
16. Making a Referral
17. Allegations Against Staff Members / Volunteers
18. Seeking Medical Attention
19. Staff & Volunteer Self Protection
20. Code of Practice
21. Recruitment & Selection
22. Contacts

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”.

Ethos

At Oakfield, we believe it is every pupil’s right to expect excellent teaching of an enriched and engaging curriculum, in a safe learning environment, which will enable them to reach their full potential so that they become prepared for adult life.

We believe that education is about acquiring good personal and thinking skills, developing communication and ICT skills; it is about becoming creative and reflective. This, we believe, enables students to achieve their full academic potential.

We believe that education is also about developing self-confidence, maturing socially and emotionally and becoming independent, able to make sound lifestyle choices based on enquiry and reasoning.

All our pupils will be treated fairly and with respect.

We believe we should set challenging targets for both staff and pupils, building on strengths and striving for improvements.

To promote high standards in lessons and behaviour, we will have effective systems for reviewing and developing our practice as part of our self evaluation and quality assurance programme.

We aim

1. to create a safe and secure learning environment in which high standards of behaviour and commitment are clearly expressed and realised;
2. to create a culture of high expectations and success for pupils, providing a flexible curriculum that engages and motivates groups of pupils and individuals;
3. to promote a sense of responsible citizenship in our pupils;
4. to build a professional community of teaching and support staff within the school, developing leadership skills and teamwork;
5. to build a capacity for future thinking, problem-solving and planning and distributive leadership;
6. to establish collaborative working with other schools;

7. to support and facilitate inter-agency work as part of a broader community approach to learning;
8. to establish and/or maintain and develop positive working relationships with parents and carers for the benefit of the child and their families.

In all these endeavours we will create a culture of pride in our school and raise its profile in the community and across the city. We will take opportunities to reward and celebrate our successes and will acknowledge and seek ways to improve.

2. Statement of Intent

Oakfield School 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.

Oakfield 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 with understanding and clarity.

Oakfield School will aim to protect and safeguard children and young people by;

- Ensuring that all staff / volunteers are carefully selected, trained and supervised. With all staff having Level 1 Safeguarding Children, which is refreshed every 3 years. Staff are required to have Enhanced DBS checks. New members of staff or individuals working within the school, or member of staff who have been absent for a period of time, must be referred for an Enhanced DBS check.

Disclosure and Barring Service

- A person who is barred from working with children will be breaking the law if they work or volunteer, or try to work or volunteer with those groups. If Oakfield 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, had they not left, Oakfield will notify the DBS.
- Having a Child Protection Policy and Procedure and regularly reviewing and updating this in line with national and local policy developments. The Child Protection Coordinator to include updates from HSCB
- Ensuring that all staff and volunteers are familiar with the Child Protection Policy and Procedure, through staff induction and ongoing Local Safeguarding Children Board training level 1.

- Ensuring that all staff attend appropriate Local Safeguarding Children Board (LSCB) Child Protection Training.
- Ensuring that the Oakfield School 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 in-house risk assessment and Health and Safety inspections.
- 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 using the Whistle Blowing policy and the internal complaints procedures.
- Giving children, young people, parents and carers information about what the Oakfield School does and what you can expect through the pupil induction process and termly feedback during home visits.

3. 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.

- Keeping children safe in education - Statutory guidance for schools and colleges (HM: September 2018)
- Working Together to Safeguard Children: A Guide to Inter-Agency Working To Safeguard and Promote The Welfare Of Children (HM: July 2018)
- Information Sharing – Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (HM: July 2018)
- The Prevent Duty (June 2015)
- The Children Act (1989)
- The Children Act (2004).
- 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 (HM: March 2015)

The following LSCB guidance and Oakfield School policies should also be referred to;

- Oakfield Anti-Bullying Policy, to be read in conjunction with PREVENTING and TACKLING BULLYING, DfE July 2017.
- Oakfield Behaviour Policy (inc. restraint procedures)
- Physical Intervention Policy
- Disciplinary Rules and Procedure.
- PSE Policy
- Oakfield Drug-Related Incidents policy
- Safe Working Policy
- Safer Recruitment Policy
- Whistle Blowing Policy
- First Aid Policy
- Health and Safety Policy
- Lone Worker Policy
- Fire Safety Policy
- E-Safety Policy and YHGfL Guide to using Facebook safety
- Oakfield Confidentiality Policy
- Complaints & Disciplinary Policy
- Staff Induction and Staff Handbook

(Recruitment & Selection of Staff / Volunteers, Complaints, Codes of Conduct, Diversity & Equality Policy)

Early Intervention

Children and their families may experience a range of needs at different times in their lives. Therefore, important for children to receive the right help at the right time, to address risk and prevent issues escalating. At Oakfield we aim to identify where early interventions are needed to support families 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.

4. Safeguarding & Promoting Welfare & Child Protection

4.1 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;
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

4.2 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.

4.3 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.

4.4 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. 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.

6. 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 / child protection co-ordinator do have a duty to report any concerns about harm in accordance with the Local Safeguarding Children Board, Guidelines & Procedures.

7. Recognition of Harm

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

1. Information given by the child, his/ her friends, a family member or close associate.

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.
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.
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.
5. Contact with individuals who pose a 'risk to children' ('Guidance on Offences Against Children', Home Office Circular 16/2005). 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 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.
6. 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, previous children removed from their carers.
7. **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. **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.

9. **Domestic Abuse** – Children and young people can suffer directly and indirectly if they live in a household where there is domestic abuse. 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. Domestic abuse has an impact in a number of ways:

- It can pose a threat to the physical wellbeing of an unborn child, if a mother is kicked or punched.
- Children may suffer injuries as a result of being caught up in violent episodes.
- Children become distressed by witnessing the physical and emotional suffering of a parent.
- The physical and psychological abuse suffered by the adult victim can have a negative impact upon their ability to look after their children.
- The impact of domestic abuse is exacerbated when the abuse is combined with problematic alcohol or drug use.
- People working with children should also be alert to the frequent inter-relationship between domestic abuse and the abuse and neglect of children.

Operation Encompass

Oakfield has signed up to Operation Encompass in September 2017.

A Domestic abuse notification will be sent to the Child Protection Coordinator Jayne Oakley, by Early Help Safeguarding Hub (EHASH). This informs the school of a Domestic abuse incident and whether children were present at the time of the incident.

This enables the school to be aware and support the child.

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 can be underestimated. It can cause considerable distress, to the extent that it can affect health and development and at the extreme significant harm.

There is also **Cyberbullying** which is bullying through information and communication technologies, mediums such as mobile phone text messages, emails, phone calls, internet chat rooms, instant messaging – and the latest trend – social networking websites such as Twitter, Face book and Instagram. Cyberbullying is where technology is used to harass, threaten, embarrass, or target another person. (Refer to the school's E-Safety policy)

Self Harm - School 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 being at risk of engaging in self-harm should **always** consult with the Child Protection Co-ordinator.

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

Radicalisation and Extremist Behaviour

At Oakfield School we assist our children to become more resilient to the messages of violent extremists through creating an environment where all young people learn to understand others, value and appreciate diversity and develop skills to be able to debate. Through the balanced curriculum we offer we will help young people learn and explore the values of different faiths in cultures. However, should any concerns of radicalised or extremist behaviours be brought to the school's attention, it will be dealt with in accordance with the school's safeguarding procedures, and advice will be sought from either Access and Assessment Team or Humberside Police. Any referrals to Channel process should be emailed to:

prevent@humberside.pnn.police.uk

Refer to The Prevent Duty June 2015.

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.

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 HSCB guidance for practitioners

Female Genital Mutilation

This is against the law yet for some communities it is considered a religious act and cultural requirement. Therefore, if it is carried out either within the UK or arrangements are made for the child to go abroad, with the intention of having this procedure, the school have a duty to inform either the police or Children's Social Care. Similarly, if staff become aware that this procedure has been carried out, following a direct disclosure for a young person, then there is a legal duty to inform the police, as soon as possible under the Serious Crime Act 2015.

Children Missing from 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 Oakfield School 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)

Special Educational Needs & Disability (SEND)

We are an inclusive school/academy 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.

8. Screening, Searching and Confiscation.

Key Points

Searching –

- School staff can search a pupil for any item if the pupil agrees.
- Head teachers and authorized staff have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupils may have a prohibited item. Prohibited items are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images or videos
 - Any article that the member of staff reasonably suspects has been, or is likely to be, used

- i. To commit an offence
 - ii. To cause personal injury to, or damage to the property of, any person (including the pupil)
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation –

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

For further details, please see the DFE Screening, searching and confiscation – Advice for head teachers, staff and governing bodies. Published January 2018.

9. Managing Disclosures of Abuse

If a child discloses abuse by either an adult or another child 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
- 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 CHILD PROTECTION CO-ORDINATOR MUST BE INFORMED IMMEDIATELY.**

10. 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. If the Child Protection Co-ordinator is not on site these should be referred to the Deputy Child Protection Officer, if both are not on site SSLT will contact one of them with the referral immediately.

The Child Protection Co-ordinator is responsible for:

- Monitoring and recording concerns about the well being of a child or young person.
- to be a source of expertise and advice, having received training on detecting signs of harm, CP procedures and liaising with other front line agencies.
- to have knowledge of procedures agreed and established by local joint agencies
- to complete any necessary pro-forma when making a referral, supplying information to social and learning services

- Making referral to the Local Authority Children’s Services
- Oversight and update of the Child protection policy.
- to make available to staff information on current protocols and procedures, arranging training for staff / volunteers
 - a) by means of this document, a copy of which is kept in the staffroom, staff prep area and staff shared area of the server.
 - b) by publicising access to the up to date Child Protection Guidelines, which are kept in the Staff Room
- to keep staff trained and updated on current issues and procedures. It is planned that this should be done on a regular basis, at the beginnings of the school year for all staff, and, if necessarily, individually for staff new to the school. All staff will complete Safeguarding Level 1 and will throughout the year have updates via staff meetings and emails. Child Protection Coordinator Jayne Oakley is trained to deliver Safeguarding Level 1. Child Protection Coordinator will also as part of induction plan have initial safeguarding training for new staff.

The Child Protection Co-ordinator (Jayne Oakley & Leanne Middleton), after receiving a referral, will act on behalf of Oakfield School 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, 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.

11. The Role of the School Health Service

The School Health Service has an important role to play in promoting and maintaining the health and welfare of children. Weekly on-site provision is contributing to the re-establishment of a more integrated service. This allows easier, quicker and more effective communication between services.

12. The Role of the School Governing Body

The Governing Body will ensure the school:

- Has a child protection policy and procedures in place which is in accordance with LA guidance and locally agreed inter-agency procedures and available to all school personnel and parents on request.
- Operates safe recruitment procedures by making sure all appropriate checks are carried out on new staff, volunteers and parents who work with children.
- Keeps and maintains a Single Central Record for all staff checks (including volunteers, and supply staff).
- Has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance issued by the DofE, LA and Hull Safeguarding Children Board.
- Has a member of the Governing Body (Chair – Lee Morfitt) the responsibility for liaising with the LA and partner agencies in the event of an allegation of abuse being made against the Head.

The Governing Body will review all policies and procedures in relation to safeguarding on an annual basis.

13. The Role of the Headteacher

The headteacher ensures that all policies and procedures are fully implemented and followed by staff and that sufficient resources and time are allocated to allow designated staff to discharge their duties.

It is the responsibility of the Headteacher and Governors to make sure that newly-appointed staff have undergone Disclosure and Barring Service checks.

Importantly, in the event of the CPC, the Head teacher, the delegated Support Staff, or any other member of the Senior Management Team not being available, it is the duty of whomever suspects harm to make a referral to Local Authority Early Help and Safeguarding Hub.

Out of Hours and School Holidays

The Child Protection Coordinator Mrs Jayne Oakley will be available out of hours and in the school holidays and contactable on works mobile, works email address and will attend any meetings or relevant work out of hours and in the holidays.

The Child Protection Coordinator will inform the Headteacher in advance if she is not available any evening or in the school holidays so the Headteacher is available.

14. 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 Early Help and Safeguarding Hub. This should only be done where such discussion and agreement seeking will not place the child at an increased risk of significant harm.

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

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.

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 Local Authority Early Help and Safeguarding Hub

15. Reporting Concerns or Allegations of Abuse (refer to LSCB Guidelines and Procedures)

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 person identified as their deputy. 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 Early Help and Safeguarding Hub 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).

16. 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 – Local Authority Early Help and Safeguarding Hub 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 as appropriate. The referrer should be prepared, where possible, to give the following information;

- The nature of the 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?

17. 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 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). Dan Horne

In the case that the concern or allegation relates to the Headteacher, the Child protection coordinator or a member of the school leadership team will contact the Chair of Governors. The Chair of 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
 - 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 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.

Oakfield School adheres to the Department for Education *Keeping Children Safe in Education, September 2018*

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.

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.

Peer on peer abuse – Allegations against other pupils which are safeguarding issues

Oakfield School 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 pupil within out school.

Peer on peers 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 on 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 principle, as outlined in this policy, should be applied.

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 should be made. It is important to take into account the wishes and feeling of the alleged victim.
- The Designated Safeguarding Lead should 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 the 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 should be accurately recorded and retained on the pupil file and online diary.

Procedures for managing allegations of sexual violence

- When an allegation is made, the Designated Safeguarding Lead should be informed immediately.
- A factual record must be made, but no attempts should be taken to investigate the circumstances, at this stage.
- If required, the Designated Safeguarding Lead 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 should also be taken on notifying the alleged perpetrator and parents of both parties.
- The Designated Safeguarding Lead will make an accurate record of the concern, the discussions, recommendations and any outcomes. A copy of the record will be retained in the pupil's files and online diary.
- 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 should take place into the matter.
- In situations where the school/academy/college considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative supervision plan. This plan should be monitored and a date set for a follow-up evaluation.

Though our broad 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:

Sexual violence and sexual harassment between children in ... - Gov.uk

18. 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.

19. 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.

These include:

- To avoid 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, ensure that it is recorded and witnessed by another adult in the organisations accident record form, kept in the first aid room.
- 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 Oakfield School policy on behaviour management Discipline and Behaviour Management Policy.

20. Code of Practice

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.

Staff/volunteers/children should not;

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

These are suggestions; there may be other factors that you consider more appropriate to the group or organisation. When drawing up the codes of practice, it is important to involve staff/volunteers and children in the process.

21. Recruitment & Selection

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

Oakfield School adheres to Hull City Council Safer Recruitment Procedures.

- All paid staff and volunteers with access to children and young people or sensitive information relating to children will be required to undertake an enhanced DBS check.
- Staff and volunteers working directly with children or with access to sensitive information will be required to complete LSCB Child Protection Training. Their training will be reviewed in supervision.
- All staff and volunteers will be required to read the Child Protection Policy. This will be reviewed to ensure up to date knowledge.
- All staff and volunteers 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 or volunteer will be interviewed for their suitability for the post using Safer Recruitment Procedures.
- Staff and volunteers will have a period of induction where they will complete any induction training, Level 1 Safeguarding, First Aid and Team Teach, and access internal policies.

Whistle Blowing

Staff or volunteers must report to a senior member of staff any behaviour or practice by a colleague which gives cause for concern in relation to safeguarding the well-being of pupils. However, if staff do not feel comfortable using internal reporting systems this should not prevent a report being made. If this issue does occur, then staff are advised to contact the NSPCC Whistle Blowing helpline tell: 0800 028 0285 or email: help@nspcc.org.uk

22. Contacts

Hull

Children’s Social Care (Local Authority)

- Early Help & Safeguarding Hub (01482) 448879
- Emergency Duty Team (01482) 788080
- Child Protection Administrator (01482) 790933
- Local Authority Designated Officer (01482) 790933
- Police Public Protection Unit (01482) 578488

East Riding of Yorkshire

Children’s Social Care (Local Authority)

- Call Centre (01482) 393939
- Children’s Services (01482) 396840
- Emergency Duty Team (01482) 880826
- Child Protection Administrator (01482) 396472

East Riding Safeguarding Children Board

- Local Authority Designated Officer (01482)396998/9
- (01482) 396999

Police Family Protection Team

0845 6060222 ext 2407

The Prevent (Channel Team)

(01482) 220759

DC Karen Windross

Karen.Windross@humberside.pnn.police.uk

This Policy was reviewed and updated September 2018

Signed:

Lee Morfitt (Chair of Governors)