



HULL COLLEGIATE SCHOOL

CHILD PROTECTION (Safeguarding)

Hull Collegiate School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

Hull Collegiate School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

This document is available to all interested parties, including parents/carers and prospective parents/carers, on our website and on request from the main school office and should be read in conjunction with the following policies and advice:

- Safeguarding
- Anti-Bullying
- Cyberbullying
- Behaviour
- Missing Pupil
- Uncollected Child
- Mobile Phones
- Foundation Stage Acceptable use of Cameras and Mobile Phones
- Acceptable Use of ICT (Staff)
- Whistleblowing
- Staff Code of Conduct
- Letter from Chief Executive and Headteacher to All Staff
- *What to do if you are worried a child is being abused (March 2015) – Advice for practitioners*

This document is reviewed and renewed annually by Mr C M Wainman, Mrs K Bloomfield and Mrs A Kell or as events or legislation change requires. The next scheduled date for review is September 2017.

This policy applies to all members of our school community including those in our Early Years setting.

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For the purpose of this policy:

- The term ‘**staff**’ or ‘**member of staff**’ refers to all adults paid or unpaid, working in any capacity in the school or in activities organised by the school, which brings them into contact with the children of the school.
- ‘**Parent/s/Carer/s**’ refers to adults with parental responsibility for a particular child
- **DSL** - School Designated Safeguarding Lead
- **LADO** – Local Authority Designated Officer (Child Protection officer - Schools)
- **CPG** - Child Protection LGB Member
- **ERSCB** – East Riding Safeguarding Children Board
- Page references in the policy refer to the guidance listed below where more detailed information can be found.
- Underlining indicates training, resource or action point

Child Protection – Designated people contact list

Senior School Designated Safeguarding Lead <i>(Next training due May 2017)</i> Deputy Designated Safeguarding Lead <i>(Next training due May 2017)</i>	Mr C M Wainman (Assistant Headteacher, Care and Guidance) Mrs K Bloomfield (Associate Assistant Headteacher, Care and Guidance)	01482 657016
Prep School/EYFS Designated Safeguarding Lead (Next training due September 2018)	Mrs A Kell (Head of Prep School)	01482 652172
Child Protection member of LGB, serving on the Welfare Sub Committee (Next training due Jan 2018)	Rev S Wilcox	01482 657016
Chair of LGB	Mr Paul Grimwood 17-19 Parliament Street, Hull	01482 657016
Head of Independent Schools (United Learning)	Mr Ian Young United Learning Worldwide House Thorpe Wood Peterborough PE3 6SB	01832 864480
East Riding Child Protection Officer &	Tony Marsh Tony.Marsh@eastriding.qcsx.gov.uk	01482 392139

LADO Schools - East Riding Designated Officer	Referrals of allegations against staff & volunteers.	
East Riding Customer Service Centre		01482 393939
Early Help and Safeguarding Hub (EHASH)	CP initial referral Support & Advice, Urgent CP concerns Childrens.socialcare@eastriding.gcsx.gov.uk	01482 395500
Emergency Duty Team	emergency.duty.team@eastriding.gov.uk	01377241273 (out of hours)
Humberside Police East Riding Family protection Unit		01430 808406
Hull Central Duty Team Children's Services	Duty officer For all queries and concerns	01482 448879 01482 300 304 (out of hours)
Out of hours contact		01482 788080
Hull Public Protection Unit Humberside Police		01482 307220
Family Group Conferencing		01482 701936
North Lincs Safeguarding Children Board		01724 298293

Weblinks:

Here are the websites of our Local Safeguarding Children Boards:

http://www.hullcc.gov.uk/portal/page?_pageid=296,653227&_dad=portal&_schema=PORTAL (Hull SCB)

<http://www.erscb.org.uk/> (East Riding SCB)

<http://www.northlincs.gov.uk/people-health-and-care/information-for-professionals/safeguarding-procedures/lscb/> (North Lincs SCB)

1. Policy Statement

Our School Community fully recognises the contribution it can make to protect and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. Pupil safety is of paramount importance in our aspirations to achieve the 5 Every Child Matters outcomes for all our children.

The policy is in accordance with locally agreed inter-agency procedures. It is consistent with the following legislation and guidance:

1. Keeping Children Safe in Education (September, 2016 - DfE)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf
Note: KCSIE replaces Safeguarding Children and Safer Recruitment in Education from April 2014
2. Child sexual exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation" (February 2017)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf
3. Working Together to Safeguard Children (2015)
4. What to do if you are worried a child is being abused (March 2015) – Advice for practitioners
5. Prevent Duty Guidance: for England and Wales (2015)
6. Channel Duty Guidance Protecting vulnerable people from being drawn into terrorism (April 2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf
7. Statutory guidance for Channel panel members and partners of local panels
8. Children Missing Education
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf
9. ER Safer Recruitment & Managing Allegations Toolkits (2008-ERSCB)
10. Care & Control Guidelines (2006 -ER CFAS)
11. The Use of Force to control or restrain pupils (2007-DCSF)
12. Safeguarding Children - Guidance & Procedures (2006 -ERSCB)
13. Safer working Practice for Adults who work with Children & Young People (2007-DCSF)
14. ER CFAS / EWS Children missing from Education Policy & Guidance (2008)

2. Other relevant policies

The school has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other policies, for instance:

- Behaviour
- Anti-Bullying – *with reference to allegations of abuse against another pupil*
- Use of Force

- Safe & Appropriate Working Practice (Health and Safety and Staff Code of Conduct)
- Special Educational Needs (SENDA)
- Educational Visits (Residential and Non Residential)
- First aid and the administration of medicines
- Health and Safety
- Sex Education and PSHCE
- ICT and acceptable use policies
- Mobile Phones - During Key Stage 3 to 5 the e-safety education and information programme will address the positive uses of mobile phones and the unacceptable ways that they can be used to hurt people. This programme will also advise pupils what to do if they become party to such incidents. The programme will develop the issues covered at Key Stage 2 and develop a deeper understanding of the dangers and the responsible approach to using all communication technologies. For details on the use of Mobile Digital Devices, which includes the use of mobile phones and cameras, please see the Mobile Phones policy and the Acceptable Use ICT (Staff) and Acceptable Use ICT (Pupils) policies which can be found in S:\Whole School\School Policies\Other Whole School Policies.
- The Common Assessment Framework
- Whistleblowing

The above list is not exclusive but when undertaking policy development the school will consider Child Protection and other safeguarding matters within each appropriate policy or guideline.

3. The policy

There are four main elements to our Child Protection Policy:

- **Prevention** (e.g. positive school atmosphere, pastoral support to pupils and safe and appropriate working practice by staff)
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns)
- **Support** (to pupils and school staff and to children who may have been abused)
- **Collaboration** with children & young people, parents/carers and other agencies to promote safeguarding and well-being for all of our children and young people.

This policy applies to all staff, LGB and visitors to the school. We recognise that child protection is the responsibility of all staff within our school. We will ensure that all parents/carers and other working partners are made aware of our child protection policy and procedures. All staff new to the school will be made aware of the school safeguarding procedures.

If at any time you are uncertain about any safeguarding or CP matters or the content of guidance or policies, the DSL or other Senior or Pastoral staff should be contacted for advice.

KCSiE (September 2016) makes it clear that:

*‘Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children...’*

And that

*‘School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.’
All staff should ensure that they remain aware of the signs of possible abuse or neglect and maintain an attitude that **‘IT COULD HAPPEN HERE’**.*

4. School commitment

The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff strive to ensure that children and parents/carers will feel free to talk about any concerns and will see school as a safe place when there are difficulties. Children’s worries and fears will be taken seriously and children are encouraged to seek help from, or confide in, members of staff.

Our school will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty
- include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse and develop resilience, including building resilience to the risks of radicalisation
- ensure that children are taught about safeguarding, including online (e-safety), through the curriculum and PSHCE
- ensure that suitable IT filtering systems keep pupils safe when accessing the Internet
- ensure every effort is made to establish effective working relationships with parents/carers and colleagues from other agencies
- ensure that staff are aware of how and when to act on concerns that they have and work in a safe and appropriate manner at all times
- be aware of the early warning signs of radicalism and ensure staff have the knowledge and confidence to identify children at risk of being drawn into terrorism
- operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children
- carry out appropriate checks to ensure that visiting speakers are suitable (whether invited by staff or pupils)
- obtain assurances that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with pupils on another site (e.g. in a separate institution). Safeguarding policies of other organisations are requested and logged (S:\Whole School\School Policies\Partner Schools Policies)

- report to the DBS, within one month of leaving, any person who is no longer employed because he or she is considered unsuitable to work with children.

5. Confidentiality

We recognise that all matters relating to child protection are highly confidential and the Headteacher or DSL will share that information on a 'need to know, what and when' basis.

These concerns should never be discussed elsewhere, inside or outside the school unless in confidential meetings organised for that purpose. Every effort will be made to maintain confidentiality and guard against unwanted publicity

6. Roles and responsibilities

6.1 All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school.

It is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff, and staff should be aware that the Whistleblowing Policy may be consulted in this situation.

There are **key people** within the school and the Local Authority who have specific responsibilities. The names of those carrying these responsibilities for the current year are listed at the start of this document.

6.2 The School Designated Safeguarding Leads (**DSL**) are designated to take the lead responsibility for Child protection. This includes providing advice and support and regularly updated information to staff as appropriate, liaising with the LA and other agencies, maintaining CP records for individual children, arranging appropriate training for all staff and liaising with the Headteacher and Child Protection LGB Member. The DSL has a responsibility for a referral to be made within 24 hours (in writing or with written confirmation of a telephoned referral) of any allegation or suspicion of abuse – Full role and responsibilities are outlined in Appendix 9. The DSL also maintains links with the LSCB and the LADO.

6.3 The Deputy DSL is available to give advice and support if the DSL is unavailable.

6.4 The Headteacher ensures that the time, resources and training are adequate to ensure that the CP/Safeguarding responsibilities of the school, as outlined in KCSiE (September 2016) are carried out.

Any allegations of abusive or inappropriate behaviour against a member of staff should be passed immediately to the Headteacher. If the allegation is against the

Headteacher, it must be reported directly (on the same day) to the Head of Independent Schools (Ian Young – contact details on page 2), the chair of the LGB (Paul Grimwood - contact details on page 2), and the LADO (Tony Marsh) by the person receiving the allegation and follow the statutory guidance contained in KCSiE (September 2016) and ER LA detailed procedures. (See point 20.)

The Headteacher will report to the DBS within one month of leaving any person whose services are no longer used because he or she is considered unsuitable to work with children. Failure to make such a report to the DBS constitutes an offence and the school may be removed from the DfE register of independent schools. It should be noted that 'compromise agreements' cannot apply in this connection.

In the unlikely event of all four DSLs being unavailable, the Headteacher will provide cover for this role at all times. The Headteacher was trained by the ERSCB in Working Together to Safeguard Children in September 2015.

6.5 The CP LGB Member acts as a 'Champion' of the safeguarding role of the school and liaises with the Headteacher and DSLs in order to report to and advise the full Governing Body. The CP LGB Member liaises with the LADO in case of allegations against the head or any member of the LGB.

6.6 The Governing Body, in particular the Chair, has the responsibility to monitor and ensure that all CP procedures, policies and training are in place and appropriate through an annual review of the school's CP (Safeguarding) policy and Procedures. The school's LGB is required by the UCST board to undertake an annual review of the school's Child Protection (Safeguarding) Policy and Procedures and of the efficiency with which the related duties have been discharged. The policy is also reviewed and approved annually by a United Learning Trustee at a United Learning Group Board. The DSL & CP LGB Member prepare a CP annual report to be discussed at the full Governing Body meeting.

6.7 The function of the **LADO** is to provide advice and preside over the investigation of any allegation or suspicion of abuse directed against anyone working in the school. The LADO should be involved in the management and oversight of individual cases. The LADO should provide advice and guidance to employers and voluntary organisations, liaising with the police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process.

7. Records and monitoring

1. Well-kept records are essential to good child protection practice, and the school keeps a record of all child protection allegations or concerns in accordance with Education (pupil information) (England) Regulations 2005. All staff are made clear about the need to record and report concerns about a child or children within our school. DSL is responsible for such records and for deciding at what point these records should be shared with, or transferred to other agencies or schools, in consultation with the Headteacher. Caution must be taken to ensure that names of other named children are redacted when necessary before sharing.
2. Each week, the Heads of Year prepare and send a Pastoral Log to the SLT, the other Heads of Year and the two School First Aiders. These documents contain a detailed chronology, which references and sets out the nature of any concerns, contact with parents/carers, discussions with staff and other agencies, information shared, case conferences and core groups, details of social care and other communications. The document will also contain all other relevant information but be separate from the child's school records.
3. The weekly pastoral logs are cross referenced to 'Record of Concern' sheets. Retained with this sheet are all minutes, body maps and other information including that from previous schools
4. Weekly Pastoral logs are stored and backed up securely. Only the SLT, DSLs Heads of Year and the two First Aiders have access to these files.
5. The information in these files may be accessed and used as evidence by other agencies.
6. Parents/carers may also request to read them. Only factual information is recorded as such. If unsubstantiated information is recorded it is indicated as such.
7. The DSL and Headteacher decide what information needs to be shared with whom and when on a case by case basis. Confidentiality is essential but staff working with children can only provide effective support and monitor concerns if they are made aware of concerns.
8. Child protection records are reviewed regularly to check whether any action, advice or updating is needed.

8.1 Recognising concerns

All staff should be aware of the possible indicators or signs and symptoms of PHYSICAL, EMOTIONAL, SEXUAL ABUSE and NEGLECT and these are described in KCSiE and '*What to do if you are worried a child is being abused*' and in your online training module.

School staff are particularly well placed to observe, and should be alert to, outward signs of abuse, changes in behaviour or failure to develop.

Sexual abuse - behaviour changes – precocity - withdrawal - sexually inappropriate behaviour

Emotional abuse - excessive dependence - inappropriate emotional responses over reaction to mistakes

Neglect - inadequate clothing- hunger - lack of sleep - lack of supervision

Physical Abuse - aggression - inconsistent explanations - refusal to discuss injuries.

It is important to note that these signs are not proof but can give rise to suspicion and these suspicions must be reported and logged.

A fuller list of possible Signs & Symptoms of Abuse is contained in **Appendix 1**.

In addition to these forms of abuse it is important to remain aware of other Child Protection and Safeguarding concerns also outlined in these documents and training. These include:

- Child Sexual Exploitation
- Poor or irregular attendance
- Possible radicalisation by violent political or religious extremism
- Female Genital Mutilation and Forced marriage
- Inappropriate or sexualised behaviour such as ‘Sexting’

Within school it is important to remain vigilant to the possibility of:

- Pupil on Pupil abuse and not dismiss such behaviour such as sexual touching or verbal abuse as ‘part of growing up’.
- That children with SEN, disability or challenging behaviour may make them more likely to be abused and that this may be masked by their additional needs or communication difficulty

8.2 Responding to concerns

‘Never Do Nothing – Do the basic things well’

All staff have a responsibility to respond to disclosures by children or other concerns and pass these concerns on to the DSL immediately as outlined in **(Appendix 2)** and in 8.3 wherever possible this information should be recorded on the ‘Record of Concern Form’ **(Appendix 3)**. Concerns relating to marks or injuries should be recorded on a ‘Body Map’ outline **(Appendix 3a)**, which should be attached to the ‘Record of Concern Form’.

It is vital that staff do not:

- **dismiss** concerns or disclosures as insignificant, they may provide a vital link to other information
- **keep** such concerns to themselves
- **promise** secrecy to children or adults making disclosures but reassure them that information will be shared appropriately and confidentially.

It is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff.

8.3 Passing on concerns

Members of staff who have any concerns regarding the safeguarding of pupils should report to the appropriate DSL. Mrs Kell (from 14 September 2016) should be contacted in the Prep School and Mr Wainman in the Senior School. Should neither one of the DSLs be available the Deputy DSL or Senior School Headteacher should be made aware of the concerns. There will be cover for this role at all times. Mr T Norris is also trained to DSL standard and Mrs J Maltby attends termly Early Years Safeguarding and Inclusion Cluster group meetings.

9. Further action

9.1 Considerations

The DSL/Headteacher should decide, taking advice from the LADO or Social Care if needed, which of the following actions is appropriate:

- If it is considered that a pupil has suffered or is at risk of significant harm, or that the concern might constitute a criminal offence, an immediate CP referral should be made to Social Care
- If a child is considered to be in need of help consent for a Common Assessment should be sought and used to inform a Child in Need referral to Social Care if appropriate
- If the DSL decides that no further action should be taken at that time s/he must make a record of the reasons for that decision.

The DSL should keep a record of all information collected and any subsequent decisions and action taken, including details of other persons involved in the decision-making.

9.2 Consulting Parents/Carers

1. If possible any concerns about a child's welfare should be discussed with parents/carers provided that this will not:
 - possibly place the child at increased risk
 - possibly place staff at risk
 - be against the wishes of the young person if they are thought to be sufficiently mature to make an informed judgement
 - cause a delay in referring if contact cannot be made.
2. If there are doubts or reservations about involving the parents/carers the DSL should seek advice from Social Care. Personal details need not be discussed unless the advice confirms a referral and who will inform parents/carers and when.

9.3 CP Referrals

Anyone can make a referral to external agencies. If the school makes a CP referral the ER Safeguarding Children Board Procedure will be followed by the DSL. Advice will be obtained from local agencies concerning borderline cases.

It is important to differentiate between safeguarding children who have suffered, or are at risk of suffering, serious harm and those who are in need of additional support from one or more agencies. The former should be reported to children's social care immediately; the latter should lead to inter-agency assessment using local processes, including use of Common Assessment Framework and Team Around the Child approaches.

The East Riding 'Golden number' is 01482 395500 and the Emergency Duty Team number is 01377 241273.

After a telephone referral the DSL will send a written 'Confirmation of Referral' to the Child Care Team and a copy to the LADO both within 24 hours.

In EYFS:

Ofsted will be informed - as soon as is reasonably practicable, but at least within 14 days – of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation related to harm or abuse which is alleged to have taken place on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

9.4 Feedback

Within 24 hours the Child Care Team should report back to the DSL and indicate their decision on future action.

Whatever the outcome of reported concerns the DSL will report back to the member of staff involved and apprise them of the situation as appropriate, under the 'Need to Know' policy.

10. Vulnerable children - supporting pupils at risk

1. Children may be vulnerable because, for example, they have additional or Special Educational Needs, are Looked After, have experienced or are experiencing some form of neglect or other abuse. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.
2. Staff in contact with such children will be made appropriately aware of the child's needs and circumstances in order to maximise the effectiveness of support.

3. CP implications will be considered when individual support plans are reviewed in the case of children who require, for example, medication, some form of intimate care, and help with changing or physical support or physical intervention.
4. If a child, who is the subject of a Child Support Plan, is missing from school for 2 days without a verified valid reason the DSL will contact the assigned social worker.
5. In the same way if a child that the school has serious concerns about is missing the school will consider making a CP referral.
6. All staff have the skills, knowledge (concerning the child's status, contact arrangements, care arrangements and delegated authority to carers, as well as information available to the 'designated persons') and understanding to keep safe children who are looked after by the local authority.

11. Joint working with other agencies

The school recognises that inter-agency working is essential if children are to receive effective targeted support as early as possible. This policy is in accordance with locally agreed inter-agency procedures.

In this way we hope to ensure that barriers to learning and social inclusion are minimised for vulnerable children. We are therefore committed to initiating and supporting inter-agency work such as the:

- Common Assessment Framework
- CP Case Conferences, core groups and other multi-agency meetings
- Family Support Services
- East Riding Safeguarding Children Board
- Hull Safeguarding Children's Board
- North Lincolnshire Local Safeguarding Children Board
- Education Welfare Services
- Home Tuition Services
- Independent Schools Inspectorate

12. Case Conferences and Core Group Meetings

1. The DSL & Headteacher will ensure that the appropriate member(s) of staff will attend both the initial and review case conferences and core groups and provide written reports for these.
2. Reports will be compiled after discussion with relevant staff such as class teachers/form tutors, pastoral or year heads SENCOs etc.
3. Feedback will be given to staff under the 'Need to know' principle on a case-by-case basis.

13. Information sharing

Information will be shared in line with the key principles outlined in 'What to do if you are worried a child is being abused' (p19). In cases involving possible child abuse the school has a duty to share information.

The DSL/Headteacher will ensure that:

- factual information only is shared
- the information is shared appropriately and confidentially
- with the appropriate professionals
- that this is logged on the child's pastoral file

14. Children's Concerns

1. The School recognises that listening to children/young people is an important and essential part of safeguarding them against abuse and neglect. To this end, any expression of dissatisfaction or disquiet in relation to an individual child/young person will be listened to and acted upon in order to safeguard his/her welfare. We will seek to develop resilience in the children and ensure that they are aware that they can seek help and support.
2. Children will be made aware of the opportunities available to them to seek advice and support within the formal and informal curriculum. (Appendix 5)
3. Our School community is very caring and many opportunities are set up to listen to children; class teachers, form tutors, mentors, first aiders, teaching assistants, lunchtime supervisors, prefects, Heads of Year, the DSLs are all available to listen to children's concerns. Heads of Year and the DSLs can refer to East Riding Youth Services any child that is in need of additional support, recommend an appointment with their GP, liaise with parents/carers (where appropriate), complete a CAF, provide counsel themselves or via our school counsellor, Rebecca Linley.
4. Safe school procedures including Child Protection matters will be discussed by the School Council to gather children's opinions about the support systems in place.

15. Recruitment and selection of staff

1. The school operates safe recruitment procedures (including DBS checks and compliance with Independent School Standards Regulations). We use the United Learning recruitment policy. Appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualifications) Regulations 2009, including 'barred by association'. The school will not employ people if they or anyone in their household is disqualified.
 - a. The school must inform Ofsted where they believe a person working in a relevant setting falls within one of the disqualification criteria

2. The school complies fully with KCSiE (September, 2016) and vetting and DBS checking procedures.
3. The school ensures that DBS checks on all staff and appropriate volunteers are carried out as required and a central school file is maintained.
4. The Headteacher and SLT will complete the appropriate online safer recruitment training or equivalent and ensure that their expertise is updated as required.

16. Induction (see also 17. Training and 19. 'Safe Working')

When new staff or volunteers start at the school they are briefed on the school CP and Safe Working procedures and all staff must confirm that they have read and understood the following:

- Keeping children safe in education part 1 and Annex A (September, 2016 - DfE)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf
- Hull Collegiate School's Behaviour, Anti-Bullying, Whistleblowing, Staff Code of Conduct and Child Protection policies found in S:\Whole School\School Policies and also on the school website
- United Learning's Staff-Pupil Relationships Letter and Guidance.
- 'What to Do if You Are Worried A Child is being Abused' (March 2015)

Other visiting staff or speakers are made aware of the CP reporting procedures and guidelines in the school and given a written statement including the contact details of the DSLs.

17. Training

In **September 2006**, all staff received Child Protection Training. It was led by Karen Routledge of Creative Education.

In **September 2008**, all staff were trained by Hull Safeguarding Children Board, Level 1 – A Shared Responsibility.

In **December 2011 – January 2012**, and on appointment, all staff completed the online ERSCB Awareness of Child Abuse and Neglect core module or refresher training.

In **January 2015**, and on appointment, all staff completed the online ERSCB Awareness of Child Abuse and Neglect core module or refresher training.

- All staff are reminded of the CP policy and procedures at the start of each year
- The School requires training in child protection for the headteacher and all staff
- All staff will complete the ERSCB Awareness of Child Abuse and Neglect on appointment and receive refresher training every 3 years thereafter.
- The DSLs will undertake child protection and inter-agency training every two years. This can be accessed through ERSCB:

- Foundation Level - A Shared Responsibility
- Level One - Working Together
- Working Together Refresher
- LA DSL Training.
- **A group of key pastoral staff** will be identified for ERSCB training up to at least Level One to ensure that the expertise and awareness is adequate across the school.
 - The following people have completed the following training with the ERSCB:
 - Mr C M Wainman - Understanding the role of Child Protection Conferences and Core Groups (March 2013) and Working Together to Safeguard Children (May 2015)
 - Mrs K Bloomfield - Working Together to Safeguard Children (May 2015)
 - Mrs R Glover - Working Together to Safeguard Children (September/November 2015 – final hour)
 - Mr T Norris - Working Together to Safeguard Children (September 2015)
 - Mrs A Kell - Working Together to Safeguard Children (September 2016)
 - Mrs C Smith - Working Together to Safeguard Children (January 2017)
- The SCR in the Safeguarding Policy names all staff that have completed the online ERSCB Awareness of Child Abuse and Neglect core module or refresher training.
- **The CPG** when available will attend the LA CPG training session
- All LGB members will be invited to school CP training events and encouraged to attend the ERSCB Foundation Level training.

'Workshop to Raise Awareness of Prevent (WRAP)' - Prevent training took place in school on Thursday 19 November, 2015. This workshop was led by Lisa Clappison (the East Riding Prevent Lead and Training Officer Lisa.Clappison@eastriding.gcsx.gov.uk). Karen Windross (Prevent Officer Humberside Police - 01482 399065) did not attend. It was recommended that the Collegiate Leadership Team, Designated Safeguarding Leads and all pastoral staff attended with a preference for whole school attendance if possible. For those people that were unable to attend, they were encouraged to complete a 25 minute online training course at http://course.ncalt.com/Channel_General_Awareness/01/index.html

Staff are also encouraged to read *HOW SOCIAL MEDIA IS USED TO ENCOURAGE TRAVEL TO SYRIA AND IRAQ: BRIEFING NOTE FOR SCHOOLS.*

The school has mechanisms in place to update staff and assist them with recognising signs of concern and signposting their concerns.

Update from May 2016 - All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

18. Physical intervention

1. Staff will ensure that the school policy on physical intervention (Use of Force) is followed and that any incidents requiring such action will be logged with the Headteacher or appropriate senior manager, and parents/carers informed on the same day.
2. Only adults designated by the Headteacher in the school policy should use physical intervention as a last resort to protect the safety of children or adults.

19. Safe working

1. All staff should ensure that they do not behave in a way that will result in founded or unfounded allegations of inappropriate, abusive or dangerous behaviour.
2. The School 'Staff Code of Conduct' policy is given to all staff.
3. At the start of each year or at induction, all staff will be reminded of the principles of 'Safe Working' in line with DCSF guidance (2007) and the school Health and Safety and Lone Working guidelines.
4. All staff and volunteers are to be provided with induction training within seven working days of their commencement of work that includes:
 - a) The school's child protection, anti-bullying and behaviour policies
 - b) The staff code of conduct
 - c) The identity of the appropriate DSLs (designated safeguarding leads)
 - d) Part 1 (and Annex A) of Keeping Children Safe in Education (September, 2016) – each update to KCSiE to be read and understood by all staff.
 - e) Whistleblowing procedures
5. All staff working with KS4&5 pupils are made fully aware of the law relating to 'Abuse of Trust'
6. Assurance is obtained [*i.e. in written form and 'logged'*] that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site (for example, in a separate institution).

20. Allegations or disclosures of abuse against pupils, staff and volunteers

1. Allegations of abuse against staff, volunteers or the designated person with responsibility for safeguarding must be reported to the Headteacher or, in the Headteacher's absence, the Head of Independent Schools (Ian Young), the chair of the LGB (Paul Grimwood), and the LADO (Tony Marsh) within one working day.

Employers have a duty of care to their employees. They should act to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support. They should also be given access to welfare counselling or medical advice where this is provided by the employer. The case manager should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. For staff in maintained schools and colleges, that may include support via the local authority occupational health or employee welfare arrangements. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

2. Allegations of abuse against the Headteacher must be reported directly (on the same day) to the Head of Independent Schools (Ian Young), the chair of the LGB (Paul Grimwood), and the LADO (Tony Marsh) by the person receiving the allegation and follow the statutory guidance contained in KCSiE (September, 2016) and ER LA detailed procedures. This contact should be made without the Headteacher being informed.
3. Allegations of abuse against another pupil must be reported to the DSL (who will inform the Head and the LADO immediately)
 - a. When there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm from another pupil, the school should report its concerns to the Local Authority social care department. Please refer to the School's Anti-bullying Policy.
 - b. Restorative Practice is used to minimise the risk of peer to peer abuse and allegations are investigated fully and fairly.
 - c. Peer to peer abuse will not be tolerated or passed off as 'banter.
 - d. Appropriate counselling and support will be given to victims, including advice about what to do if the bullying/abuse continues.
 - e. Note: It would be an expectation that in the event of disclosure about pupil on pupil abuse that all children involved, whether perpetrator or victim, are treated as being "at risk. Please refer to the School's Anti-bullying Policy.
4. In cases of serious harm or where a crime may have been committed the police will be informed from the outset

5. Any such matters will be dealt with in the strictest confidence
6. The school will not undertake their own investigations of allegations without prior consultation with the LADO
7. If an allegation of abuse is made against anyone working with children in a school, all unnecessary delays will be eradicated
8. Historical allegations of abuse will be referred to the police.

Where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate, the school will make a referral to the National College for Teaching and Leadership (NCTL). The reasons such an order would be considered are 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or 'a conviction, at any time, for a relevant offence. Further guidance is published on the NCTL website (<https://www.gov.uk/government/organisations/national-college-for-teaching-and-leadership>).

Note: Where a dismissal does not reach the threshold for DBS referral, separate consideration by the school will be given to an NCTL referral.

There is a requirement to report to the Disclosure and Barring Service (DBS), within one month of leaving the school any person (whether employed, contracted, a volunteer or pupil) whose services are no longer used because he or she is considered unsuitable to work with children [*although this area is under review by the current Government*].

Failure to make such a report to the DBS constitutes an offence and the school may be removed from the DfE register of independent schools ('compromise agreements' cannot apply in this connection).

21. Reporting concerns about other members of staff

It is unacceptable for any member of staff to keep such concerns to themselves. If in this situation the member of staff feels unable to discuss the issue with the Headteacher s/he should contact, another senior member of staff or the LADO.

22. Parents/Carers

1. We believe that our Safeguarding and Child Protection work will be more effective if it is carried out in partnership with parents and carers and that preventative and supportive strategies such as the Common Assessment Framework should be used whenever possible.

2. However we ensure that parents/carers are aware that we may need to make CP referrals without their consent or knowledge. **(Appendix 5 & Section 9.2 above)**
3. A statement in the school's brochure and web site will inform parents/carers about the school's duties and responsibilities for safeguarding and child protection.
4. Parents/carers are also made aware that the CP policy is available from the school and the name of the CP LGB Member if they wish to raise any suggestions or queries about the policy or specific issues. Any such concerns will be taken into account when the policy is reviewed and responded to by the CP LGB Member, DSL or Headteacher.

23. Policy review

1. LGB members representing the Welfare Sub Committee will review this policy and others related to child protection, each year at a meeting with the DSLs. The views of the children, parents/carers, lunchtime staff and other support staff will be sought and taken into account in this review.
2. If at any time any deficiencies or weaknesses in the Child Protection policy and procedures are identified, or any poor and unsafe practice and potential failures in the schools safeguarding regime, they will be addressed by the governing body and staff immediately and remedied, without delay.
3. The Child Protection (Safeguarding) policy is reviewed annually by the School's LGB to ensure that it reflects local procedures. The policy is also reviewed and approved annually at a United Learning Group Board.
4. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies are in place for concerns about poor or unsafe Child Protection practices to be raised with the SLT.

Policy reviewed by Mr Paul Grimwood, Chair of LGB:

Signed:

Date:

This policy applies to all members of our school community including those in our Early Years setting.

Appendices

Appendix 1

Definitions of Significant Harm & Indicators of Abuse

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. 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 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 cyberbullying), 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, although 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); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of Abuse

IT IS IMPORTANT TO NOTE THAT THESE LISTS ARE POSSIBLE INDICATORS OF ABUSE. MANY OF THESE SIGNS COULD HAVE OTHER EXPLANATIONS.

Some of the signs are the same, so there will be duplications in the lists. Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows one or more of these symptoms, or any one of them to a marked degree.

Signs of Physical Abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which appears excessive
- Fear of parents/carers being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression toward others
- Running away

Signs of Emotional Abuse

- Physical, mental and emotional developmental lags
- Admission to punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-mutilation or self-harm
- Fear of parents/carers being contacted
- Extremes of passivity or aggression
- Substance or alcohol abuse
- Running away
- Compulsive stealing or scavenging

Signs of Sexual Abuse

- Sudden changes in behaviour or school performance

- Displays of affection in a sexualised manner inappropriate to age
- Tendency to cling or need constant reassurance
- Tendency to cry easily
- Regression to younger behaviour e.g. thumb sucking, acting like a baby, playing with discarded toys
- Complaints of genital itching or pain
- Distrust of a familiar adult, or anxiety about being left with other adults
E.g. a relative, baby-sitter or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Wetting, day or night
- Fear of undressing for gym
- Phobias or panic attacks

Not all sexually abused children will exhibit clear signs of disturbance. Some will be model pupils, displaying none of the characteristic affects of sexual abuse.

Signs of Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- No social relationships
- Running away
- Compulsive stealing or scavenging

Further information on so-called 'honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. Indicators There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage. Actions If staff have a

concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

Further information on a child missing from education

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education. A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance (<https://www.gov.uk/government/publications/children-missing-education>).

Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

It has been estimated that over 20,000 girls under the age of 15 are at risk of female genital mutilation (FGM) in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. However, the true extent is unknown, due to the "hidden" nature of the crime.

The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to "heal" before they return to school. There are also worries that some girls may have FGM performed in the UK.

If you are worried about someone who is at risk of FGM or has had FGM, you must share this information with the police. It is then their responsibility to investigate and protect any girls or women involved.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that

is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

From October 2015 it will be mandatory for teachers to report to police all cases where an act of FGM appears to have been carried out. Unless the teacher has good reason not to, in which case they should consider and discuss the case with the schools DSL and involve children's social care as appropriate.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Radicalisation

Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo, or reject and or undermine contemporary ideas and expressions of freedom of choice. The Counter-Terrorism and Security Act (2015) places a duty on schools to have due regard to the need to prevent people from being drawn into terrorism. Staff should be aware of the early warning signs of radicalism.

Signs and indicators of a child who is in the process of being radicalised may include:

- Self-identification e.g. naming new ideological leaders/role models, lingering concerns with questions of meaning and identity, concentrated self-image,
- Very strong devotion to a particular cause, newfound patriotism.
- An 'Us Versus Them' societal view e.g. seeing society as the enemy, verbal expression against the government, expressed feelings of disconnection, change in personal narrative.
- Social interaction e.g. disconnecting with former community, initiating personal violence, forcing customs on others, untouchable demeanour, dependence on communication technology
- Persona e.g. change in personality, particular emotional expressions
- Association e.g. associating with Extremist Groups, word choice, change in physical appearance and/or attire, internet identity, training travel

Schools have been required under the Prevent Duty, the Counter Terrorism and Security Act 2015, to safeguard children, young people and families from violent extremism. It is the role of all staff to;

- Use training provided to ensure they have the knowledge and confidence to identify children at risk of being drawn into terrorism.
- Consider the level of risk in order to identify the appropriate level for referral.
- Be aware that the normal safeguarding procedures, prescribed in this document, are still available in cases of suspected extremism and radicalisation.
- Know that, where necessary, the following contacts are available; Lisa Clappison (the East Riding Prevent Lead and Training Officer Lisa.Clappison@eastriding.gcsx.gov.uk) and Karen Windross (Prevent Officer Humberside Police - 01482 399065), 101 (the non-emergency police number) and the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and LGB members: 020 7340 7264 and counter-extremism@education.gsi.gov.uk

‘Workshop to Raise Awareness of Prevent (WRAP)’ - Prevent training took place in school on Thursday 19 November, 2015. This workshop was led by Lisa Clappison. It was recommended that the Collegiate Leadership Team, Designated Safeguarding Leads and all pastoral staff attended with a preference for whole school attendance if possible. For those people that were unable to attend, they were encouraged to complete a 25 minute online training course at http://course.ncalt.com/Channel_General_Awareness/01/index.html.

As part of the school’s commitment to the Prevent strategy a log is kept - S:\Senior School\Pastoral Care and House Information\Pastoral\Prevent - of all visiting speakers, including an internet search on them. All materials are viewed by a member of staff prior to them being presented to pupils and normal visitor procedures apply.

Use of ICT to reduce risk - The school is aware that the internet and social media are widely used to spread extremist ideologies therefore along with ensuring appropriate filters are in place on the school network, ICT and PSHCE curriculums will be used to build resilience against extremist materials. The latest resources promoted by DfE can be found at The UK Safer Internet Centre (www.saferinternet.org.uk) and CEOP’s Thinkuknow website (www.thinkuknow.co.uk).

Appendix 2

Responding to Concerns - Disclosures (including those concerning abuse by one or more pupils against another pupil)

- React calmly
- Confidentiality cannot be promised to a pupil making a disclosure
- Be aware of your non-verbal messages
- Keep responses short and simple
- Do not stop a child or parent who is talking freely about what has happened
- Observe and listen but only ask open ended questions if you need to, for more information but with caution

The use of 'TED' questioning may be appropriate – avoid asking leading questions

Tell me what happened
Explain what you mean
Describe how...

Or open ended questions e.g.

What happened?
Where were you?
When did this happen?
Who was there?
How did it make you feel?

- If you have difficulty in understanding the child or parent's communication method, reassure them that you will find someone who can help
- Tell the child or parent they have done the right thing by telling you
- Avoid making comments or judgements about what is shared
- Tell the child or parent what will happen next, and be honest
- Make a written note of:
 - What is said
 - Who is present
 - Anything else that happens after the child discloses
- Ensure legibility, full dates & clear signature
- Pass the information to the DSL or Deputy DSL on the same day

Appendix 3

Hull Collegiate School

Child Protection Record of Concern or Disclosure

Complete and pass to Designated Safeguarding Lead as soon as possible on the same day. If not available pass to deputy DSL or the Headteacher.

Pupils Name:	Tutor Group			
	DoB			
Concern identified by:	Date		Time	
Nature of Concern / details of disclosure / other relevant information:				
Continue on reverse if needed				
Passed to:	Received by:			
	Date:			
Action taken by DSL (or person receiving this form)				
This form to be scanned and filed in pupils Pastoral file				

Appendix 3a (Please note: notwithstanding the diagram, staff should only view parts of the child's body which are normally visible).

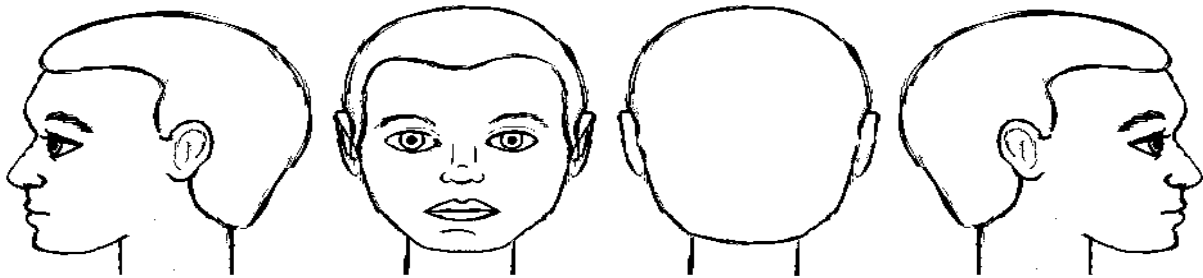
Hull Collegiate School

Child Protection Record of Concern - Body Map (Attach to Record of Concern Form)

Name of Child:

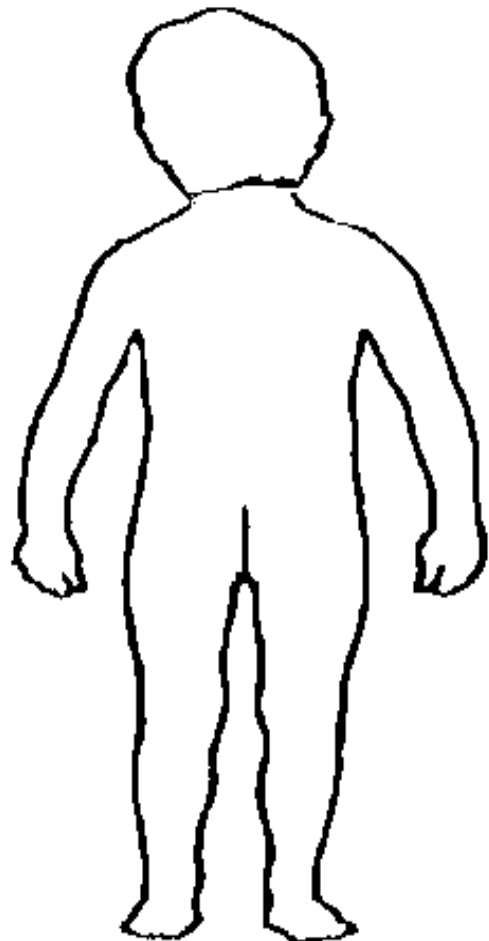
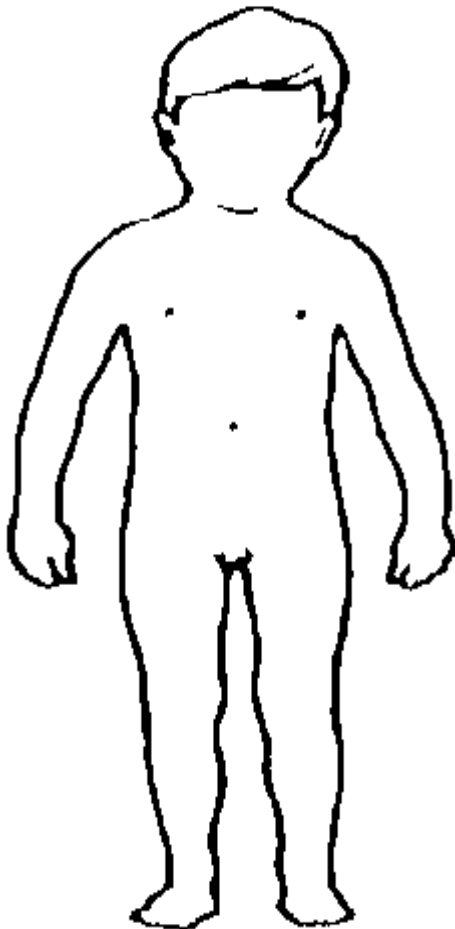
Date:

Name of Adult making record:

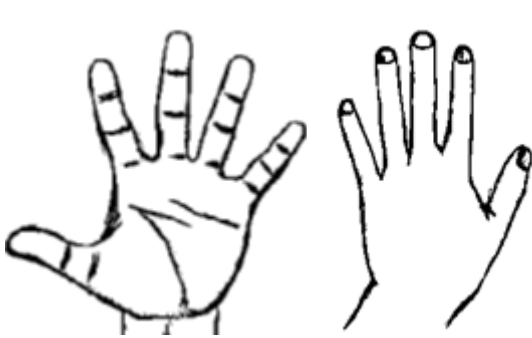


Left Side

Right Side



Body Map continued



Left Hand



Right Hand



Left Foot



Right Foot

Appendix 4

Example of Advice for Children

- If someone is hurting or upsetting you or making you feel scared, it is not your fault
- You are not alone, there are people who can help you and stop people from making you feel scared or hurt
- You may be frightened of the person hurting you or your friends but there are things you can do to get help and make it better

You should:

- **Tell someone** you trust. Your friends, teachers, parents/carers, grandparents or other people at school may be able to help.
- **Let people help** to make things better by stopping the person from hurting you or your friends

You shouldn't:

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

Heads of Year and the Designated Safeguarding Leads can refer to East Riding Youth Services any child that is in need of additional support, recommend an appointment with their GP, liaise with parents/carers (where appropriate), complete a CAF, provide counsel themselves or via our school counsellor, Rebecca Linley.

The NSPCC or ChildLine (0800 1111) can listen and help. ChildLine also have an online chat service.

Appendix 5

Advice / Information for parents/carers to be used at induction and in newsletters etc.

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

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

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

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

If you want to know more about our procedures or the policy, please speak to the Designated Safeguarding Leads, Mr C M Wainman or Mrs A Kell.

Appendix 6

United Learning notes of Guidance for Staff-Pupil Relationships

This guidance is not exhaustive and is designed to set out principles rather than to give detailed and specific advice. Clearly, the circumstances in which staff work vary (e.g. working with very young children, boarding staff, sports staff, etc.); this guidance is meant to give general principles only. Indeed, for staff working with very young children in primary or nursery settings it is expected that they will have necessary physical contact and display affection to properly fulfil their role to nurture, support and care for those children. Although this advice applies primarily to teachers and to other adults with educational roles, all adults working within schools relate to pupils during the course of their duties; again, the general principles apply equally to all who are involved in the school.

- 1 The relationship between staff and pupils is a professional one. It is fully expected – and, indeed, hoped – that staff in the school have a friendly and caring relationship with pupils; nevertheless, the basis of that relationship is professional not personal. It is suggested that a good test to apply is to reflect on whether the child’s parents would be happy with the relationship if they were standing with you.
- 2 A personal relationship between staff and a pupil is inappropriate unless it is with the full knowledge and consent of the pupil’s parents or guardians. Circumstances in which such a personal relationship may arise might be when your own children are friends with those in the school or when you have a personal relationship with parents of children in the school. It is not normally appropriate for a member of staff to meet with a pupil out of school hours or off school premises except with the prior knowledge and consent of parents and the school.
- 3 In general, unnecessary physical contact with pupils must be avoided. In some circumstances, physical contact between a member of staff and a pupil is necessary and beneficial; it might be, for example, that a Reception teacher might need to pick up a 5 year old who has fallen over in the playground, a sports coach may need to demonstrate to a pupil how to hold a racket or a secondary teacher may give a pupil a gentle pat on the back as encouragement. In rare circumstances it may be appropriate for members of staff to use reasonable restraint in circumstances where a pupil is behaving in a manner which endangers him or herself or other people. In these situations, staff are advised to be very sensitive to the pupil’s likely reaction and to watch out for signs that the pupil is apprehensive or uncomfortable. We all have our own personal space that needs to be protected.
- 4 Over-familiar words and actions, displays of affection, discussion of one’s personal life or the personal life of the pupil are almost always inappropriate. Sexual innuendo is wrong in all circumstances. Staff must avoid actions, words or expressions that could be interpreted as suggesting that they have an emotional relationship with any pupil. In the professional staff-pupil relationship

it is not appropriate to single a pupil out for favours or to suggest to a pupil that he or she is a special friend.

- 5 Occasionally it is necessary for professional academic reasons for staff to communicate with pupils out of school. Except where absolutely necessary, personal email addresses, home, mobile phone numbers or text based messaging aliases must not be given, asked for or used. A staff mobile phone number might be given to pupils for use during an educational visit; where possible, the school's mobile phone (if there is one) should be used for this purpose. Pastoral matters should not normally be dealt with by personal email or using personal phone contacts. Only in the most exceptional circumstances, for instance, where there is well-founded concern for the unexplained whereabouts of a pupil, should pastoral matters be dealt with by personal email, using personal phone contact or other personal communication tools. In any event, records of all contacts must be kept on the pupil file so that if it is necessary to use email or personal contact, the reason why will be specified in the written record. It is very difficult to envisage circumstances under which individual texting is appropriate except through official school channels.
- 6 It is not normally appropriate for pupils to visit a member of staff in their own home. Such a visit might be more likely within a boarding context where staff live on site and so might invite a group of pupils– say, a tutorial group – to their house for a meeting or for a celebration. Where such a visit does take place it must be with the full knowledge and consent of either the School or parents or guardians. If possible, more than one adult should be present on such an occasion.
- 7 With older pupils, where a gathering is held as part of a celebration, it is generally advisable if that is held on school premises. It is essential that professional criteria (e.g. all the pupils in a particular teaching or tutorial group) rather than personal criteria (e.g. selected pupils only) are used for inviting pupils, that the event is held openly, and that senior colleagues are aware of it. Staff on such an occasion have a particular duty to ensure that the supply and consumption of alcohol is appropriate, is responsible and falls within the law and the school's guidelines on alcohol. As a rule, staff should not consume alcohol whilst in the company of children. This includes educational visits and celebratory functions. There will be occasional situations where alcohol is served either at a meal or school function and in these instances should be approved by the Head Teacher in advance.
- 8 Wherever possible when working with pupils, other people (adults, colleagues or pupils) should be present or the door should be open. All members of staff who in the course of their professional duties need to work on a one-to-one basis with a pupil (e.g. a piano lesson, a maths tutorial, etc.), must take care to ensure that the circumstances of the meeting or lesson are always entirely professional. Staff are advised to use a room which has vision panels in the door or keep the door open and ensure that colleagues know that the meeting or lesson is taking place. It is helpful if the meeting or lesson can be arranged

during normal school hours or immediately before or after school when there are plenty of other people about. Similarly, where it is necessary for staff to drive pupils in their own cars, e.g. to sporting fixtures, drivers should ensure they are not alone with just one pupil, written parental consent should be obtained and a central dropping off point arranged rather than home drops.

- 9 Staff must avoid threatening words, raised voices and any aggressive contact such as holding, pushing, pulling or hitting, which could amount to or which could be interpreted as a criminal assault.
- 10 Members of staff do have the right to use reasonable physical force to restrain pupils in order to prevent them from committing a criminal offence, injuring others or themselves, damaging property or behaving in such a way as to compromise good order and discipline. Current DfE guidance is contained in [‘Using Reasonable Force: Advice for head teachers, staff and governing bodies’](#) which can be found on BiECloud. Members of staff must also ensure they are familiar with the Independent School’s/Academy’s physical restraint policy and procedures document.
- 11 Social networking sites used for personal use, such as Facebook, Twitter, Instagram and other social media, pose risks for all staff in terms of professional integrity and the welfare of pupils.
 - (a) Staff must not use these sites to contact or communicate with pupils or pupils who have recently left. Ex-pupils under the age of 18 or who are still in full time education, should not be communicated with via social media. Employees wishing to befriend pupils who are over 18 and who have left school should do so with extreme caution and with the knowledge that any content posted on either the ex-pupils or their own social network, may not only compromise their own position but that of any colleagues with whom they are also friends and who may not want their content to be seen by any ex-pupil. Unfortunately some pupils post information on their social networking sites which is inappropriate in language or visuals. To view such pages may alter your judgement of pupils, to be known to be viewing them may alter a pupil’s view of you, and to comment to pupils about what you have seen is likely to have an impact on your professional reputation as well as possibly causing distress to pupils concerned.
 - (b) Caution should also be taken when staff become friends with parents of children at the school, or staff with children at the school, when posting or commenting on posts within social media and ensure that they do not put themselves at risk of any accusations or bring their school into disrepute.
 - (c) Should you become aware of material about yourself, the school, a pupil, a colleague or the Group, which is inappropriate, the Senior Leadership Team must be informed and they will instruct a member of staff to check the allegations and inform the appropriate authorities. You must not check it out yourself.

- 12 Social networking sites used for professional use, such as LinkedIn, Twitter, YouTube, and other social media, pose risks for all staff in terms of professional integrity and the welfare of pupils.
 - (a) Before using social media for professional purposes, or as part of their teaching, staff should seek guidance and training on the risks associated with using social media.
 - (b) Staff should not follow pupils' personal twitter feeds even though it is likely that pupils will be following them. It may be appropriate to follow pupils if done as part of an educational activity but this should be properly risk assessed and not using pupils' personal accounts.
 - (c) Staff are advised not to accept connection requests on sites such as LinkedIn from pupils. Accepting requests from ex-pupils post 16 or 18 should be used with care and thought given to how much information is visible to connections – phone numbers, email addresses etc.
 - (d) All content posted will be linked to you and your employer. Should you become aware of material about yourself, the school, a pupil, a colleague or the Group, which is inappropriate, the Senior Leadership Team must be informed and they will instruct a member of staff to check the allegations and inform the appropriate authorities. You must not check it out yourself.
- 13 If you are at all concerned about anything which has occurred or which has made you uncomfortable, you must discuss the matter with a senior colleague at the earliest opportunity even if it turns out that nothing untoward has happened. You must make a written record, dated and signed, of any such incident.
- 14 Where any allegation of abuse is made against a teacher, other member of staff or volunteer, the Group is committed to dealing with the allegation fairly, quickly and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.
- 15 Staff will also find information relevant to staff-pupil relationships in the policies and procedures in their school or academy which they should make themselves familiar with and cover the following:
 - (a) Child Protection Policy;
 - (b) Behaviour and Discipline;
 - (c) Physical Restraint;
 - (d) Email and Internet Acceptable Use Policy.

Appendix 7: Letter from Chief Executive and Headteacher to all staff

Dear [Name]

Every one of us working within United Learning, whatever our role, is acutely aware that the protection of children is of the highest possible importance. Trust underpins everything that we do in schools. The parents of our pupils entrust the care of their children to us and together we are all responsible for their well being. United Learning also has a responsibility to ensure that those working in our schools are themselves protected - against putting themselves in a vulnerable position and against the possibility of false accusation.

This letter has also been prompted by the isolated actions of a tiny handful of employees who have acted improperly or who have found themselves – or who have put themselves – in a vulnerable position. These instances have all led to disciplinary action including in the most serious cases dismissal for gross misconduct. The United Learning Board have asked me to write to every person employed directly by United Learning or working in our schools to remind us all just how serious these matters are but also to offer some advice as to how to respond in potentially difficult situations.

Heads will discuss this issue with their staff at appropriate times during the school year. This letter reinforces those statements and ensures that no-one associated with our schools is in any doubt that child protection is an issue that must be treated with the utmost seriousness. Acts of child abuse may be blatant and incontrovertible. However, they may also be more subtle. It must be understood that the following are almost always inappropriate within the professional context of schools and can easily be construed as child abuse in some circumstances:

- touching and physical contact, other than for staff working with very young children in primary or nursery settings, where it is expected that they will have necessary physical contact and display affection to properly fulfil their role to nurture, support and care for those children;
- personal emails/text messages or contact through social and personal networking websites.

Against this background, we must ensure that no situation could arise which is or could reasonably be construed as acting against the safety of each child. This is not always an easy line to draw but crossing that line, or being in a position where it appears that the line has been crossed, is unacceptable. Some adults within the school undertake roles where this is even more important because of the ease with which the proper execution of their duties might be misinterpreted or because the

vulnerability of the young people in their care might be more easily exploited. These might include those:

- working in boarding houses or residential situations, including, for example, school trips and excursions;
- whose work requires them to interact in a one to one situation, particularly when that work takes place behind closed doors as is often the case with peripatetic music lessons;
- whose work by its nature requires some physical contact with children, for example, those working with very young children and those involved in the coaching of sport or other practical subjects where a correct technique may need to be demonstrated;
- who have high levels of access to ICT systems and, indeed, all who use the internet, email, text messaging and other forms of electronic communication;
- young employees and workers whose duties require them to work with older pupils (e.g. sixth formers) where the age differential is quite small;
- who work with especially vulnerable children for example those with special educational needs, disabilities, mental illness or those that require intimate care.

Within each school, Head Teachers will issue both verbal and written guidance from time to time and will make available appropriate training to help everyone deal with this difficult issue. A statement of guidance follows this letter. The DfE has published updated guidance for all schools on their duties to safeguard and promote the wellbeing of children, ['Keeping Children Safe in Education' \(DfE, September 2016\)](#). It is important that you are familiar with this guidance and, as a statutory minimum, have read Part 1.

Finally, having said all this, it is still important for all of us to retain an appropriate balance. The United Learning Board greatly appreciate the devotion and commitment of all of you who work in our schools. We know that your work is effective because every day you respect and care for children, enjoy their company and celebrate their achievements. The trust placed in us as we guide young people through their formative years is huge; we all need to help each other shoulder this responsibility to the very best of our ability.

Yours sincerely



Jon Coles
Chief Executive
United Learning



Mrs R Glover
Headteacher

Appendix 8

Role of the designated safeguarding lead.

Governing bodies and proprietors should ensure that the school designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the designated safeguarding lead are:

Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care and:
 - The LADO (all cases which concern a staff member),
 - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
 - Police (cases where a crime may have been committed).
- Liaise with the headteacher to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

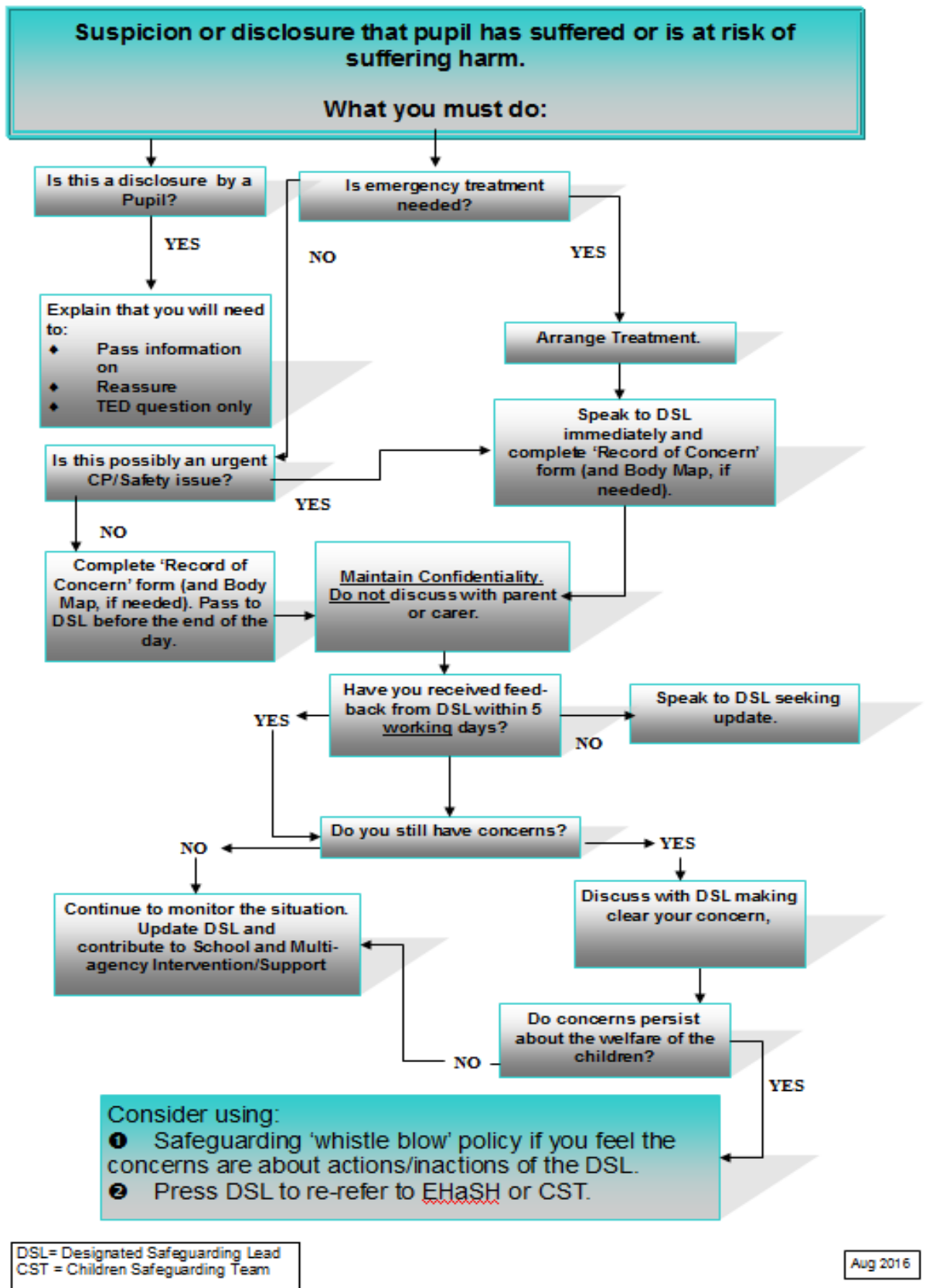
- The designated safeguarding lead should receive appropriate training carried out every two years in order to:
 - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
 - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
 - Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.
 - Be alert to the specific needs of children in need, those with special educational needs and young carers.

- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

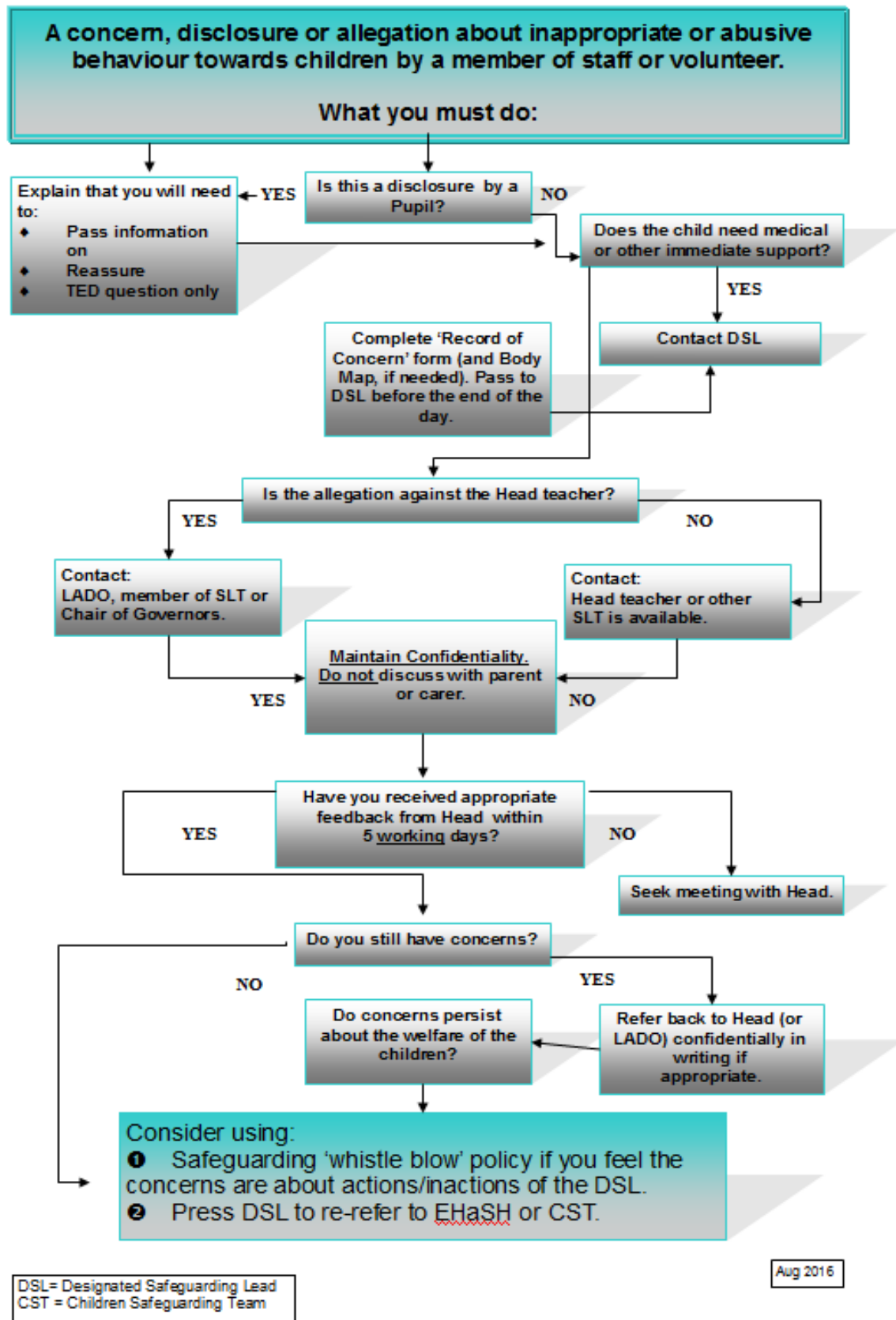
Raising Awareness

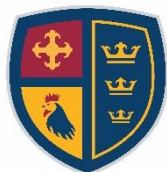
- The designated safeguarding lead should ensure the school's policies are known and used appropriately:
- Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the child protection policy is available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local LSCBs to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Appendix 9



Appendix 10





Hull Collegiate Prep School **Foundation Stage** **Acceptable use of cameras and mobile digital devices**

This policy applies to our EYFS setting. Hull Collegiate School seeks to implement this policy through adherence to the procedures set out in the rest of this document. Hull Collegiate School is fully committed to ensuring that the application of this Foundation Stage Acceptable use of cameras and mobile digital devices policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity document. This document is available to all interested parties on request from the main school office and should be read in conjunction with the following documents:

- Child Protection
- Health and Safety
- ICT
- Mobile Phones
- Non-Residential Trips
- Pupil Data Protection
- Safeguarding
- Whistleblowing

This document is reviewed annually by Mrs J Maltby or as events or legislation change requires. The next scheduled date for review is September 2017

If you have any concerns regarding this policy please discuss them with Mrs Maltby



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Policy Statement

It is our intention to provide an environment in which staff are able to work without distraction, and in which children, parents and staff are safe from images being inappropriately recorded and used.

We therefore operate the following:

Acceptable Use Policy

Mobile Phones

The setting allows staff to bring in personal mobile telephones and devices for their own use, in their own time, away from the children. These are not used to contact current pupils. Where at all possible contact with parents/carers are made using the school phone system or school mobile telephone. If it is found to be necessary to contact a current parent/carer using a personal device or home telephone, the call details are logged and kept on file. The use of personal mobile phones or digital devices, in school, to digitally record images or sound is strictly prohibited. Users bringing personal devices into school must ensure there is no inappropriate or illegal content on the device.

All teaching staff, parent helpers and students must ensure that their mobile telephones/devices are kept securely in a bag, locker or cupboard throughout contact time with children. Staff working in the Nursery classroom areas store mobile phones or devices in the staffroom lockers or Foundation Stage Coordinator's office. Office and ancillary staff must ensure that their mobile telephones/devices are kept securely in a bag, locker or cupboard throughout designated working sessions. Mobile phone calls or texts are only made and taken at staff breaks or in staff members' own time and in the designated staff areas.

If staff have a personal emergency they are free to use the setting's landline phone or make a personal call from their mobile in the designated staff area of the setting. If any staff member considers that an emergency situation requires them to keep their mobile phone to hand, prior permission must be sought from the Head teacher and the mobile phone should be placed in an agreed appropriate place.

Staff ensure that the school has up to date personal and emergency contact information and that staff make their families, children's schools etc. aware of emergency work telephone numbers. This is the responsibility of the individual staff member.

During educational visits and group outings nominated staff will have access to the setting's nominated mobile phone/s, which is to be used for emergency purposes only. Should the group leader of an educational visit deem it a necessary precaution for a higher number of mobile phones to be available, this is made clear on the Educational Trips and Visits application paperwork, along with details of the names and personal mobile numbers of the staff members concerned.

It is the responsibility of all members of staff to be vigilant and report any concerns to a member of the CLT or the Child Protection designated people contact list. Concerns will be taken seriously, logged and investigated appropriately and may lead to dismissal. The school reserves the right of a Key Stage Coordinator, member of the CLT or Designated Safeguard Lead to check the image contents of a member of staff, parent helper or student's mobile phone or digital device, should there be any cause for concern over its appropriate use.

Cameras

Photographs are taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements. This is an effective form of recording their progression, particularly so in the Early Years Foundation Stage. They are also used on our school and company websites, newsletters, magazines and noticeboards and/or by the local press, with permission from the parents. All photographs are taken and stored appropriately to safeguard the children in our care. The setting is registered with the Information Commissioners Office (ICO) and adheres to Data Protection Legislation.

Ownership:

Hull Collegiate School is fully committed to ensuring that the application of this policy is in line with Human Rights legislation and the Data Protection Act 1998 and The Copyright, Designs and Patent Acts 1988. It will be assumed that any photographs or digital images taken on school premises, by a member of staff, will be wholly owned by Hull Collegiate School and must not leave the premises either physically or digitally without the consent of Hull Collegiate School and the parents of the child or children concerned.

Use of images of children requires the consent of the parent / carer. Permission is obtained via the admissions documentation when a child joins Hull Collegiate School. When a parent does not agree to their child being photographed, the School Registrar must inform staff who then make every effort to comply sensitively. For example, if a child whose parents have refused permission for photography is involved with a specific group event, it may not be appropriate to photograph the whole group. Careful liaison with parents is therefore essential. With discussion it may be possible to agree other options. The parent may accept a group photograph if names are not published.

When photographic images are transmitted or shared beyond Hull Collegiate School e.g. television broadcasts, images on intranet/internet sites, specific permission is obtained from the parent/carer.

Only a designated school camera or school digital device is to be used to take any photo within the setting or on outings. Where a designated school camera or device is not available, a designated school memory card may be used, with permission from a member of the CLT. All staff are responsible for the location of cameras, devices and memory cards; these are stored securely at the end of each day.

Images taken on these cameras are deemed suitable and never put the child/children in any compromising positions that could cause embarrassment or distress. Under no circumstances are cameras or digital devices of any kind taken into toilets or changing rooms or any photographs taken whilst children are changing clothes in a classroom. Children are appropriately dressed in all photos.

Images taken and stored on school cameras, digital devices and memory cards are downloaded as soon as possible into the school Pictures and Photos folder on the school's intranet, and the camera, device or card cleared. Images are downloaded using school networked computers on-site, or onto encrypted school laptops. Stored images are regularly reviewed, and unwanted material deleted. Printed images used for display, publicity and recording activities and progress are disposed of responsibly.

Concerts, Performances, Events, Presentations and Visits

To allow the appropriate recording of children's images by parents/carers, staff:

- ensure that children are appropriately dressed
- obtain parental permission via the school registration forms
- are aware of any child who should not be photographed
- monitor the use of cameras

Teacher Training and Portfolios:

During teacher training and with newly qualified staff, colleagues may need to compile portfolios with photographs of children during lessons. Staff act responsibly in compiling these images. Student Teacher/NQT Mentor oversee the compiled images as part of the management process and consider their appropriateness.

Children photographing each other using school cameras:

Staff maintain appropriate supervision and management control.

Failure to adhere to the contents of this policy will lead to disciplinary procedures being followed.