



FROEBEL HOUSE SCHOOL CHILD PROTECTION AND SAFEGUARDING POLICY

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1. Preface

Effective safeguarding arrangements in every local area should be underpinned by two key principles:

- safeguarding is everyone's responsibility: for services to be effective each professional and organisation should play their full part; and
- a child-centred approach: for services to be effective they should be based on
- a clear understanding of the needs and views of children.

2. Mission Statement:

Froebel House is a dynamic learning community which welcomes all. We work in close partnership with parents and the wider community to nurture and support all our children to become healthy, independent, successful and caring citizens in a multicultural and fast-changing world.

Our community is a place of safety where firm boundaries guide and support; where care and respect build self-esteem and self-belief; and where high expectations create a gateway to lifelong learning, soaring aspirations and brighter futures.

This policy is in line with the guidelines and procedures from the Hull Safeguarding Children's Board (Accessible via: <http://www.proceduresonline.com/hull/scb/>).

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

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

- Ensuring that all staff / volunteers are carefully selected, trained and supervised as per national guidance 'Keeping Children Safe in Education'.
- Having a Child Protection and Safeguarding Policy and Procedure and regularly reviewing and updating this, at least on an annual basis, in line with national and local policy developments
- Ensuring that all staff and volunteers are familiar with the Child Protection and Safeguarding Policy and Procedure as per the school's Induction Process for staff. They are expected to read and sign that they have understood the policy and are directed to the Designated Safeguarding Lead (DSL) if they have any queries.

- Ensuring that all staff undertake appropriate child protection training. Ensuring that Froebel House School has a designated Designated Safeguarding Lead and that all staff are aware of the named people and process of reporting concerns to them. All staff are made aware of the DSL prior to their commencement at the school and informed of all related safeguarding policies and procedures.
- Ensuring that the DSL attends training and keep their Safeguarding knowledge up-to-date by attending relevant training. New/up-to-date information will be disseminated to staff via staff meetings/briefings, e-bulletins and Senior Leadership Meetings (SLT).
- Assessing the risk that children and young people may encounter and taking steps to minimise and manage this by ensuring that staff adhere to the Professional Code of Conduct and refer to the Child Protection and Safeguarding Policy and Procedure.
- Ensuring that the Child Protection and Safeguarding Policy and procedures are disseminated to parents. The Child Protection and Safeguarding Policy is on the school website – this is kept up-to-date. Parents will also be informed of any changes to the Policy via newsletter and via Parentmail, a hard copy of the Policy is also available on request.
- Letting parents, carers, children and young people know how to report concerns about a child, young person, staff member or complain about anything that they are not happy about.
- Giving children, young people, parents and carers information about what Froebel House School does and what you can expect, via the school website, regular newsletters, Parentmail and school notice boards.

We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of everyone employed by, or invited to deliver services at Froebel House School. As an organisation, we recognise that child abuse can be an emotive subject and therefore it is important to understand the feelings involved and not to allow them to interfere with judgment about any action that needs to be taken. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

The welfare of the child remains paramount.

All children whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity have the right to be protected from harm.

All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately.

All staff working on the school premises have a responsibility to report concerns to the designated member of staff, namely Mr A Roberts.

The vast majority of adults who work with children act professionally. However, we recognize some individuals will actively seek employment or voluntary work with young people in order to harm them. All concerns regarding any individuals' practice

should be reported to the designated member of staff, whom will seek advice and guidance from the Local Authority Designated Officer (LADO).

3. Safeguarding & Promoting Welfare & Child Protection

3.1 Safeguarding and promoting the welfare of children are defined as:

- protecting children from maltreatment.
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

3.2 Child Protection

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

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

3.3 Early Help

Children and their families may experience a range of needs at different times in the lives. Therefore, important for children to receive the right help at the right time, to address risk and prevent issues escalating. At Froebel House School we aim to identify where early interventions are needed to support families by closely monitoring children and highlighting any emerging issues. If necessary, and with appropriate consent, information is shared, or meetings are convened with other professionals to support effective early help assessments.

3.4 Children in Need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled.

3.5 Significant Harm

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

4. Who Abuses Children?

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

5. What is Abuse and Neglect?

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

PHYSICAL ABUSE:

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

EMOTIONAL ABUSE:

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (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, though it may occur alone.

SEXUAL ABUSE:

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:

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, 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.

MENTAL HEALTH:

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

6. Recognition of harm

- The harm or possible harm of a child may come to your attention in a number of possible ways;
- Information given by the child, his/her friends, a family member or close associate.
- The child's behaviour may become different from the usual, be significantly different from the behaviour of their peers, be bizarre or unusual or may involve 'acting out' a harmful situation in play.

An injury which arouses suspicion because:

- It does not make sense when compared with the explanation given.
- The explanations differ depending on who is giving them (e.g., differing explanations from the parent / carer and child).
- The child appears anxious and evasive when asked about the injury.
- Suspicion being raised when a number of factors occur over time, for example, the child fails to progress and thrive in contrast to his/her peers.

7. Types of harm

Domestic Abuse – Domestic abuse is 'any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality'. Domestic abuse affects both adults and children in the family. Children and young people can suffer directly and indirectly if they live in a household where there

is domestic abuse. It is likely to have a damaging effect on the health and development of children.

Operation Encompass

Operation Encompass is a Police and Education early intervention safeguarding partnership, which supports children and young people exposed to domestic abuse. Working together to safeguard children, the Police will inform the school's 'Key Adults' about any domestic abuse incident, where the child or young person has been present or exposed to domestic abuse. Information shared enables the school to provide appropriate support through overt or silent intervention, dependent upon the needs and wishes of the child.

Bullying – This can be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g., hitting, kicking, theft), verbal (e.g., racist or homophobic remarks, threats, name calling) and emotional (e.g., isolating an individual from activities and social acceptance of their peer group). The damage inflicted by bullying (including bullying via the internet) can frequently be underestimated. Bullying can be through the use of electronic communication, e.g., text or social network sites, and is commonly known as cyberbullying. Bullying can cause considerable distress, to the extent that it can affect health and development and at the extreme significant harm. All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies.

Upskirting - The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

The School will treat incidences of Upskirting as a breach of discipline and also as a safeguarding matter under the School's child protection procedures.

Female Genital Mutilation - This is against the law yet for some communities it is considered a religious act and cultural requirement. Therefore, if it is carried out either within the UK or arrangements are made for the child to go abroad, with the intention of having this procedure, the school have a duty to inform either the police or Children's Social Care. Staff should be alert to a girl talking about such a visit, especially if she mentions a special occasion when she "will become a woman". She may be heard talking to other children about FGM or she may confide in her teacher or another adult, or ask for help if she feels she is at risk. Signs that a girl might have been subjected to FGM include asking to be excused from PE or swimming classes; spending long periods of time in the toilet; appearing to have difficulty walking, standing or sitting; or asking for help, but being unable to be specific about the problem due to embarrassment or fear. If staff become aware that this procedure has been carried out, following a direct disclosure for a young person, then there is a legal duty to inform the police, as soon as possible under the Serious Crime Act 2015.

Child Sexual Exploitation (CSE) - Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

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

Significant indicators of CSE:

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

Radicalisation and Extremist behaviour – At Froebel House School we assist our children to become more resilient to the messages of violent extremists through creating an environment where all young people learn to understand others, value and appreciate diversity and develop skills to be able to debate. Through the balanced curriculum we offer we will help young people to learn and explore the values of different faiths in cultures. Where a member of staff has concerns regarding radicalism or extremist behaviour, they must inform the Designated Safeguarding Lead who will refer the concern to either EHaSH or Humberside Police.

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors

combined with specific influences such as family and friends may contribute to a child's vulnerability.

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

The Prevent duty - All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations.

Honour Based Abuse (HBA) - Honour Based Abuse is a crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame on their family or community by doing something that is not in keeping with the traditional beliefs or culture.

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

A forced marriage is a marriage in which one or both spouses do not (or, in the case of children and some adults at risk, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure. If concerns are brought to the attention of staff at Froebel House School, they will be reported immediately to the appropriate authorities.

Special Educational Needs and Disability - We are an inclusive school and recognise that SEND children have exactly the same human rights to be safe from abuse and harm as non-SEND children. We actively try to remove any barriers to learning and participation that may disadvantage children. We acknowledge that children with SEND are especially vulnerable to all types of abuse and are statically more likely to be targeted due to difficulties they may face in communicating what is happening to them.

- Staff should fully explore any indicators of possible abuse, and not assume that behaviour, mood or injuries are related to their disability.
- Staff recognise that SEND pupils are more prone to peer group isolation.
- Staff understand SEND pupils may be more susceptible to all forms of bullying and are more likely to be targeted due to difficulties they can face in communicating what has happened to them.

Therefore, we make certain that SEND children are responded to carefully when they have, or show signs of concern, plus ensure they receive additional pastoral support.

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

Children Missing from Education (CME) - Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At Froebel House School we will encourage the full attendance of all our pupils.

Our school has clear procedures for managing unauthorised absences, which helps identify any possible emerging patterns of abuse or neglect, including all forms of exploitation.

Where we have concerns that a child is missing from education, we will follow the local authority protocols and refer to Hull City Council Education Welfare Service, CME Officer who will make reasonable efforts to establish the child's whereabouts. The child will not be removed from our school roll until notified by the CME officer that it is appropriate to do so.

(Ref: Attendance policy and Local Authority CME protocols)

Peer on peer abuse – Allegations against other pupils which are safeguarding issues Froebel House School believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Though our broad and balanced curriculum, we will educate pupils about keeping themselves safe, and how to build respectful relationships. However, occasionally, allegations may be made against pupils by others, which are of a safeguarding nature. Although research shows that girls are more likely to be victims of peer on peer abuse, staff should remain open minded and acknowledge that this form of abuse can affect any pupil within our academy.

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

- If a child is suffering or at risk of significant harm, a bullying incident should be addressed as a child protection concern. Bullying can take different forms, including physical, verbal, cyber, racist, religious, cultural and homophobic bullying.
- Domestic Abuse - Teenage relationships abuse involves controlling, coercive, threatening behaviour and violence. It can be psychological, physical, sexual, financial and/or emotional in nature.
- Child Sexual Exploitation (CSE). Defined as an individual or group taking advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity.
- Harmful sexual behaviour. This involves a child engaging in discussions or acts that are inappropriate for their age or stage of development, whether online or offline. It includes sexualised language or role play, viewing pornography, sexual harassment and sexual violence. It also includes 'sexting'.

Sexual Harassment

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

Sexual Violence

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

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

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country), forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who suffer from changes in emotional well-being.
- Children who misuse drugs and alcohol.
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Procedures for managing allegations of sexual harassment

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

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

The Designated Safeguarding Lead should be made aware, and a decision made on most appropriate course of action, as per the school's Anti-Bullying or Behaviour policy.

- Parents of all the children concerned will be contacted and informed of the nature of the incident.
- Pastoral support will be offered to all affected parties.
- Where cases are proven, appropriate sanctions, as outlined in the behaviour policy, will be applied.
- Decisions, reasons for decision, actions and outcomes should be accurately recorded and retained.

Procedures for managing allegations of sexual violence

When an allegation is made, the Designated Safeguarding Lead should be informed immediately.

A factual record must be made, but no attempts should be taken to investigate the circumstances, at this stage.

If required, the Designated Safeguarding Lead will contact EHaSH, or in cases where an alleged criminal offence has been committed, Humberside Police. Advice will be sought on how to proceed and academy will follow the recommended actions. Advice should also be taken on notifying the alleged perpetrator and parents of both parties.

The Designated Safeguarding Lead will make an accurate record of the concern, the discussions, recommendations and any outcomes.

Pastoral support will be offered to all affected parties.

It may be appropriate to exclude the pupil being complained about for a period of time, according to our behaviour policy.

Where EHaSH nor the police accept the complaint, a thorough internal investigation should take place into the matter.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative supervision plan. This plan should be monitored, and a date set for a follow-up evaluation.

8. Managing Disclosures of Abuse

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

- Listen to what the child has to say with an open mind.
- Do not ask probing or leading questions designed to get the child to reveal more.
- Never stop a child who is freely recalling significant events.
- Make note of the discussion, taking care to record the date, timing, setting and people present, as well as what was said.
- Do not ask children to write a statement.
- Never promise the child that what they have told you can be kept secret. Explain that you have responsibility to report what the child has said to someone else.
- **THE DESIGNATED SAFEGUARDING LEAD MUST BE INFORMED IMMEDIATELY.**

9. Procedures for reporting and recording

Our policy is that notes should be kept at the time of the incident or immediately after with the subsequent completion of a critical incident sheet. Records may be used in legal proceedings and must be kept accurate and secure. All records should be copied to the Designated Safeguarding Lead and should include factual information rather

than assumption or interpretation. The child's own language should be used to quote rather than translation.

Records may be used at a later date to support a referral to an external agency.

10. The Role of the Child Protection Co-ordinator

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

The Designated Safeguarding Lead is **Mr. A. W. Roberts**. The DSL responsible for:

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

The Designated Safeguarding Lead, after receiving a referral, will act on behalf of Froebel House School in referring concerns or allegations of harm to Local Authority Children's Social Care (EHaSH) or the Police Protecting Vulnerable People Unit.

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

The Designated Safeguarding Lead may share limited information on a need to know basis amongst the staff / management but respecting the need for confidentiality.

It is not the role of the Designated Safeguarding Lead to undertake an investigation into the concerns or allegation of harm. It is the role of the Designated Safeguarding Lead to collate and clarify details of the concern or allegation and to provide this information to the Hull City Council EHaSH Team whom will make enquiries in accordance with Section 47 of the Children Act 1989.

11. Seeking Consent for a Referral

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

It should be noted that parents, carers or child may not agree to information being shared, but this should not prevent referrals where child protection concerns persist. The reasons for dispensing with consent from the parents, carer or child should be clearly recorded.

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

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

If you are unsure about whether to seek parental consent prior to a referral being made, then seek advice from Hull City Council Children's Social Care EHASH.

12.Reporting Concerns or Allegations of Abuse

A member of staff must report any concerns or allegation of harm immediately to the Designated Safeguarding Lead. In the absence of the Designated Safeguarding Lead the matter should be reported to the person identified as their deputy. In the event of neither of these individuals being available the matter should be reported through the line management. In the unlikely event of management not being available the matter should be reported directly to Children's Social Care or Police Protecting Vulnerable People Unit. In the case of it being out of hours the Emergency Duty Team should be contacted (See Contact details).

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

The referrer should be prepared, where possible, to give the following information;

- The nature of your concerns / allegation.
- Whether the child will need immediate action to ensure their safety.
- Are the parents aware of the concerns? Has consent for the referral been sought? If not, the reasons for this?
- Factual information about the child and family, including other siblings.
- The nature of your involvement with the family.
- Other professionals involved with the family.
- The source of your referral, is it based on your own assessment of the needs of the child, a reported allegation or disclosure, or has the concern been reported to you by another person, if so who?
- Child's current whereabouts and when they were last seen
- If you consider the child suffering or at risk of suffering significant harm, who is the source of that harm and their current whereabouts?

14.Policy on Dealing with Allegations of Abuse against Members of Staff or Headteacher

Any member of staff or volunteer who has concerns about the behaviour or conduct of another individual working within the school will report the nature of the allegation or concern to the Headteacher immediately. The member of staff who has a concern or to whom an allegation or concern is reported should not question the child or investigate the matter further. The Headteacher will report the matter to the Local Authority Designated Officer (LADO).

In the case that the concern or allegation relates to the Headteacher, the Deputy Designated Safeguarding Lead will report the matter to the LADO direct.

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

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

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

Responding to a complaint or an allegation

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

- Treat the matter seriously,
- Avoid asking leading questions and keep an open mind,
- Communicate with the child (if the complainant) in a way that is appropriate to the child's age, understanding and preferred language or communication style,
- Make a written record of the information using the words a child has said (verbatim)
- Include full name of the complainant and who the allegation is against
- When the alleged incident took place (time and date)
- Who was present (witnesses)
- What was said to have happened,
- Sign and print full name and include the time and date on the written record by all adults present during any investigation with the complainant
- Report the matter immediately to the LADO directly.

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

Froebel House School adheres to the DfE guidance Keeping Children Safe in Education.

Education Act 2011 - Reporting Restrictions

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

15. Inter-agency Working

Social Care Meetings

At times, school staff will be called to participate in meetings organised and chaired by social care. These might include:

- Child Protection Case conferences/review conferences

- Professionals' meetings in which representative professionals from different agencies are asked to meet to discuss children and their families with a view to providing support or making recommendations in terms of next stages of involvement.
- Core group meetings in which a "core" group of professionals associated with the family are asked to meet to review the progress of actions decided at case conferences and/or reviews.
- Other multi-agency meetings

At these meetings, representatives from the school should be ready to report back providing information about:

- Attendance and punctuality
- Academic achievement
- Child's behaviour and attitude
- Relationships with peer group and social skills generally
- Child's appearance and readiness for school.
- Contact with parents/carers
- Any specific incidents that need reporting
- Prior to the meeting, class teachers and other adults working closely with the child will be asked for their comments. Following the meeting feedback will be given and staff brought up to date with any actions that are needed.

16. Confidentiality

Where children are on the child protection plan and leave one school for another, the Designated Safeguarding Lead must inform the receiving school and/or the allocated social worker. If the child leaves the school with no receiving school, details should be passed to the Education and Schools Officer at Hull City Council.

Staff should be careful in subsequent discussions and ensure that information is only given to the appropriate person. All staff should be kept aware of issues relating to confidentiality and the status of information they may hold.

Members of staff, other than the Designated Safeguarding Lead and those involved closely involved should only have enough details in order to help them to act sensitively and appropriately to a pupil. Sensitive information regarding pastoral issues and for children on the child protection plans are kept separately in a folder in the closed section of the office. Discretion should be used when talking about the personal and changing circumstances of children.

17. Supporting Children at Risk

For children at risk, school may be the one stable place from which they can expect security and reassurance. It is not only about being alert to potential abuse but providing the support to help children through difficult times. Providing them with the coping skills that can help avoid situations arising and deal with the emotional difficulties afterwards if they do.

18.Support in School

All class teachers are responsible, in conjunction with other school staff for the pastoral needs of the children in their care. This includes maintaining opportunity for children to share their concerns and follow the guidance in this document. Care should always be taken in regard to the discussion of sensitive issues and advice should be sought where there are concerns.

Within the curriculum there will also be opportunities to discuss issues which some children might find sensitive. Care should be taken particularly in relation to discussion about families and their make-up. Assumptions about members of families and the presence of both parents should be avoided both in discussion and the presentation of materials. During health and safety and sex education lessons, staff should be alert to the fact that some children will have very different experiences and may find content at odds with their own experiences. Staff should make themselves familiar with the background of the children in their care in order to avoid distress.

19.Early Years Foundation Stage Pupils

The school designates **Mr. A. W. Roberts** to take lead responsibility for safeguarding children within the Early Years Foundation Stage setting and liaising with local statutory children's agencies as appropriate.

The school will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed 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. The school will inform Ofsted as soon as is reasonably practicable, but at the latest within 14 days.

20.Staff Self-Protection

Adherence to guidelines on self-protection for staff and volunteers working with children and young people can avoid vulnerable situations where false allegations can be made. The following guidelines are not exhaustive, and the school's Professional Code of Conduct and Staff Behaviour Policy should be adhered to:

- Avoid situations where a staff member or volunteer is on their own with a child.
- In the event of an injury to a child or adult, accidental or not, ensure that it is recorded and witnessed by another adult following the school's accident policy.
- Keep written records of any allegations a child makes against staff and volunteers and report in line with the Child Protection and Safeguarding Policy.
- If a child or young person touches a staff member or volunteer inappropriately record what happened immediately and inform the Designated Safeguarding Lead.

Mobile phones and cameras:

Staff must not use mobile phones in rooms where children are present, including those where children are cared for. It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life using school equipment providing we have permission to do so from the parents. Staff must not, however, use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school.

21. Recruitment & Selection

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

Froebel House School adheres to the national guidance Keeping Children Safe in Education. We ensure that:

- All paid staff with unsupervised access to children and young people or sensitive information relating to children will be required to undertake an enhanced Disclosure and Barring Service (DBS) check and Children's Barred List check.
- Staff working directly with children or with access to sensitive information will be required to complete Child Protection Training. Their training will be reviewed in supervision.
- All staff will be required to read the Child Protection and Safeguarding Policy and sign to say they understand the policy. As the Child Protection and Safeguarding Policy is updated, the DSL brief staff on the changes.
- All staff must to complete an application form, including details of previous employment, details of any conviction for criminal offences (including spent convictions under the Rehabilitation of Offenders Act 1974), agreement for an enhanced check, permission to contact two referees, including their current or most recent employer (which should be taken up).

The potential staff member will be interviewed for their suitability for the post by a panel, and at least one member will have completed Safer Recruitment training, as per Keeping Children Safe in Education.

22. Childcare Disqualification Requirements 2009

Froebel House School adheres to the DfE guidance 'Keeping Children Safe' document, detailing the legal requirements for 'Childcare Disqualification' checks to be carried out on relevant staff and volunteers working with children. Staff are covered by this legislation if they are employed or engaged to provide early years childcare (this covers the age range from birth until 1 September following a child's fifth birthday i.e. up to and including reception year) or later years childcare (this covers children above reception age but who have not attained the age of 8) in nursery, primary or secondary school settings, or if they are directly concerned with the management of such childcare.

23. Disclosure and Barring Service

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

24. Induction

When new staff join Froebel House School they will be informed of the safeguarding arrangements in place. They will be given a copy of the school's Child Protection and

Safeguarding Policy, Keeping Children Safe in Education (Part 1 & Annex A) and are introduced to the Designated Safeguarding Lead.

Every new member of staff will have an induction pack that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality. The induction will also remind staff of their responsibility to safeguard all children at our school and the remit of the role of the Designated Safeguarding Lead. All temporary staff to our school will be provided with the same level of information in relation to safeguarding.

25. Whistleblowing

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

CONTACT DETAILS

Hull

Children's Social Care (Local Authority)	
• Early Help & Safeguarding Hub (EHaSH)	(01482) 448879
• Emergency Duty Team	(01482) 788080
Child Protection Administrator	(01482) 790933
Local Authority Designated Officer	(01482) 790933
Police Public Protection Unit	(01482) 307220
Hull Safeguarding Children Board	(01482) 379090

East Riding of Yorkshire

Children's Social Care (Local Authority)	
• Call Centre	(01482) 395500
• Children's Services	(01482) 396840
• Emergency Duty Team	(01482) 880826
Child Protection Administrator	(01482) 396472
East Riding Safeguarding Children Board	(01482)396998/9
Local Authority Designated Officer	(01482) 396999
Police Family Protection Team	0845 6060222 ext 240

Internal Policies

This policy should be read in conjunction with the following policies:-

- Anti-Bullying
- Attendance
- Behaviour
- Induction
- E-Safety
- Looked After Children
- Physical Intervention
- Recruitment & Selection
- Single Equality
- Staff Code of Conduct
- Supporting Children with Medical Needs
- Whistle Blowing.

National Guidance

The following national guidance should also be referred to:

- Working Together to Safeguard Children (HM Government 2018)
- Keeping Children Safe in Education (HM Government 2020)
- The Children Act (1989)
- The Children Act (2004).
- Information Sharing: Guidance for practitioners and managers. HM Government (2018)
- What To Do If You're Worried A Child Is Being Abused (DfE:2015)
- Safe Working Practice for Adults who Work with Children (2015)
- Sexual violence and sexual harassment between children in schools and colleges (DfE: 2018)

Produced by: Mr A Roberts, Designated Safeguarding Lead

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