



Child Protection Policy and Procedure

This policy is applicable to: the Wolds Learning Partnership (WLP)

Version 2.0

<p>Important: This document can only be considered valid when viewed on the Website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.</p>	
<p>Name of Responsible Committee/Individual:</p>	<p>LGB & Board of Trustees</p>
<p>Implementation Date:</p>	<p>September 2018</p>
<p>Review Date:</p>	<p>September 2019</p>
<p>Target Audience:</p>	<p>Employees, agency workers, self-employed worker and professional visitors.</p>
<p>Reference Documents:</p>	<p>Keeping Children Safe in Education 2018 Working Together to Safeguard Children 2015 Section 175 of the Education Act 2002</p>
<p>Related Documents</p>	<p>Behaviour Management Policy Anti-Bullying Special Educational Needs Health and Safety Sex Education Educational Visits Policy Safe Working Practice Guidance Recruitment Policy Whistleblowing Policy Staff Physical Intervention Policy</p>



Child Protection – Designated people contact list

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Early Help & Safeguarding Hub (EHaSH)	CP initial referral Support & Advice: Urgent C P concerns, Early intervention, The Early Help Assessment (CAF) process	Mon to Thu 8:30am – 5:00pm Fri 8:30am – 4:30pm 01482-395500 childrens.socialcare@eastriding.gcsx.gov.uk
Emergency Duty Team	Out of hours & weekend CP Referrals & advice	Tel (01377) 241273 Fax (01377) 241639
Local ER Children Safeguarding Team	Wolds and Dale SCT	(01482) 392370
ER Child Protection Officer & LADO (Schools)	Tony Marsh for CP & safeguarding advice & referral of allegations	Tel (01482) 392139 Fax (01482) 392850 tony.marsh@eastriding.gcsx.gov.uk Room AF 56, County Hall, Beverley.
ERSCB LADO	Lorraine Wilson referral of allegations against staff & volunteers	01482-396999 lorraine.wilson@eastriding.gcsx.gov.uk Room AF 56 County Hall
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ER Safeguarding Children Board Advice Line	Safeguarding & CP advice, support	Tel (01482) 396999 www.erscb.org.uk
East Riding Safeguarding Children Board	Training	www.erscb.org.uk (training & development) (01482) 396994 erscb.training@eastriding.gov.uk



Introduction

The Wolds Learning Partnership (WLP) fully recognises the contribution it can make to protect and support pupils/students in each school. The aim of the policy is to safeguard and promote our pupils/students' welfare, safety and health by fostering an honest, open, caring and supportive climate.

Everyone in the Wolds Learning Partnership shares an objective to help keep children (including everyone under age) safe by contributing to:

- Protecting children from maltreatment.
- Providing a safe environment for children and young people to learn in education settings.
- Preventing impairment of a child's health or development.
- Identifying children who are suffering or likely to suffer significant harm and taking appropriate action with the aim of making sure they are kept safe at home and at school (even in circumstances where they are not at immediate risk).
- Safeguarding children's wellbeing and maintaining public trust in the teaching profession.

All education settings must have in place systems designed to:

- Prevent unsuitable people working with, or coming into contact with, children and young people within the setting for regulated or unregulated activity.
- Promote safe practice and challenge poor or unsafe practice.
- Identify instances in which there are grounds for concern about a child's welfare and take appropriate action to keep children safe.
- Contribute to effective partnership working between all those involved with providing services for children.

Working Together to Safeguard Children 2015

The Policy

This policy is part of the schools Safeguarding Framework and is supported by the following guidance:

- Keeping Children Safe in Education 2018
- Working Together to Safeguard Children 2015
- Section 175 of the Education Act 2002

It should also be read in conjunction with other related policies including

- Behaviour Management Policy
- Anti-Bullying
- Special Educational Needs
- Health and Safety
- Sex Education
- Educational Visits Policy
- Safe Working Practice Guidance
- Recruitment Policy
- Whistleblowing Policy
- Staff Physical Intervention Policy

The policy is written to comply with the following legislation and guidance

- Working Together to Safeguard Children 2015



- Dealing with allegations of abuse against teachers and other staff 2012
- What to do if you are worried a child is being abused 2015
- ER YCC Care and Control Guidelines Sept 2006
- East Riding Safeguarding Children Board Guidance and Procedures April 2007
- Reasonable force 2013
- Safer working practice for adults who work with young people (2009)

The policy is consistent with the following legislation and guidance

- Working Together to Safeguard Children (2015– HMSO)
- Safeguarding Children & Safer Recruitment in Education (2007- DCSF /DfES)
- ER Safer Recruitment Guidance(2008-ERSCB)
- ‘What to do if you are worried a child is being abused’ (2015-DCSF /DfES)
- Care & Control Guidelines (2006 -ER CFAS)
- Reasonable Force (2012 -DfE)
- Dealing with Allegations of Abuse Against Teachers & Other Staff (DfE Oct 2012)
- Safeguarding Children -Guidance & Procedures (2006 -ERSCB)
- Safer working Practice for Adults who work with Children & Young People in Education settings (2009- DCSF)
- Information Sharing Guidance for Practitioners & Managers DCSF 2008
- WLP Whistle Blowing Policy & Procedures

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.

Purpose of a Child Protection Policy

- An effective Child Protection Policy is one that provides a clear direction to staff and others about expected codes of behaviour in dealing with child protection issues.
- An effective policy also makes explicit the school’s commitment to the development of good practice and sound internal services and procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways, which support the needs of the child.
- The aim of this policy is to safeguard and promote our pupils/students welfare, safety, health and guidance by fostering an honest, open caring and supportive climate. The pupils/students' welfare is of paramount importance.
- Our schools fully recognise the contribution we can make to protecting children and supporting learners in the WLP.

There are four main elements to our Child Protection Policy:

- **Prevention** (e.g. positive school atmosphere, pastoral support to pupils/students and safe and appropriate working practice by staff, and the staying safe & PSHE elements in the formal and informal curriculum.) Educating children about areas for support and guidance and identifying ‘at risk’ children and families and intervening early.
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns and that there are clear systems of internal information sharing and record keeping).

If at any point there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately. Whilst usually this would be done by the Designated Safeguarding Lead or Child Protection Lead, staff should have the confidence and knowledge that anyone can make a referral.



- **Support** (to pupils/students and school staff and to children who may have been abused or are in other ways vulnerable).
- **Collaboration** with children & Young People, parents and other agencies to promote Safeguarding & Wellbeing for all of our children and young people.

This policy applies to all staff (teaching and non-teaching), governors and visitors on our sites. We recognise that child protection is the responsibility of all staff within our school. We will ensure that all parents 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 as part of their initial induction process.

Policy review

- The Designated Safeguarding Lead and Board of Trustees will review this policy each year. The views of the children, parents, lunchtime staff, extended school staff and other support staff may be sought and taken into account in this review.
- If at any time any deficiencies or weaknesses in the Child Protection policy and procedures are identified they will be addressed by the governing body and staff immediately and remedied. (Safeguarding Children & Safer Recruitment in Education (2007- DCSF /DfES).

The policy will be reviewed by Trustees annually.

The Wolds Learning Partnership's Commitment

The WLP adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff strive to ensure that children, vulnerable adults and parents 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.

- We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help all children, and especially those at risk of, or who are suffering from abuse.

Our schools 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 who 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 which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare, parenting skills and relationships based on mutual respect,
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.
- Embed a restorative ethos across the organisation.

Child Protection Procedure

The Wolds Learning Partnership will:

- 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.
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children.
- 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.

Confidentiality

'Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child'.

- We recognise that all matters relating to child protection are highly confidential and the Headteachers or Designated Safeguarding Leads will share that information on a 'need to know, what and when' basis.
- Staff are made aware that these concerns or other matters relating to pupils should never be discussed elsewhere, inside or outside the school unless in confidential meetings organised for that purpose. This includes the passing of written information or discussion in any media.

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow East Riding Safeguarding Children Board Guidelines and Procedures.

- New staff induction days involve input from Designated Safeguarding Lead on basic signs and symptoms and internal procedures.
- Child Protection information is given to all staff via the Staff Handbook. It is also available on our school websites.
- Basic principles of the schools' Child Protection Policy are given to all staff as part of the September training provision (this includes e-safety and the schools' code of conduct).
- Training days and inset are organised throughout the academic year to increase the level of safeguarding expertise across teaching staff, pastoral staff, and inclusion staff. All new starters (teaching and non-teaching) complete a safeguarding induction and on-line core safeguarding training.
- Training needs of all staff and governors are audited annually.
- Key support staff are given external training around safeguarding issues utilising specialist providers who have the most up to date information and strategies.

Roles and responsibilities

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 schools.

- It is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff. Failure to report such concerns may be considered an act of misconduct or gross misconduct within the school's Disciplinary Policy.
- There are **key people** within the schools 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.

The Schools' Designated Safeguarding Lead (DSL) and/or Child Protection Lead (CPL) is designated to take the lead responsibility for Child Protection. This includes:



- providing advice and support and information to staff as appropriate
- liaising with the LA and other agencies
- maintaining CP records for individual children
- ensuring the preparation of appropriate reports for and attendance at Case Conferences and other multi agency meetings
- arranging appropriate training for all staff
- **liaising with the Chief Executive Officer and Headteachers.** All concerns and referrals are to be recorded on the pupils/students CP chronology, retaining copies of referrals and concern forms.
- 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 organisation.

It is unacceptable for any member of staff to keep safeguarding concerns to themselves.

- **Headteachers and Deputies are available to give advice and support if the Designated Safeguarding Lead is unavailable.**
- **The School Child Protection Lead** will be the first line of contact for CP issues identified for individual pupils/students. They will liaise with the Designated Safeguarding Lead on all CP issues.
- **Management and leadership by the Chief Executive Officer, Headteachers** and the Trustees/Governors ensures that the time, resources and training are adequate to ensure that the CP / Safeguarding responsibilities of the school, as outlined in Safeguarding Children & Safer Recruitment in Education, are carried out. Any allegations of abusive or inappropriate behaviour against a member of staff should be passed immediately to the Headteachers. If the allegation is against the Headteacher it should be referred to the Chair of Trustees, a senior member of staff or the LA LADO.
- **The CP Trustee** acts as a 'Champion' of the safeguarding role of the school and liaises with the Headteacher & Designated Safeguarding lead/Child Protection Lead in order to report to and advise the Board of Trustees.
- **The Board of Trustees** has the responsibility to monitor and ensure that all CP procedures, policies and training are in place and appropriate. The DSL & CPL prepare a CP annual report to be discussed by the Board of Trustees. (Safeguarding Children & Safer Recruitment in Education).

Records and Monitoring

- Well-kept records are essential to good child protection practice. All staff are made clear about the need to record and report concerns about a child or children within our school. The schools' Designated Safeguarding Lead/Child Protection Lead 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 or appropriate senior leader.
- Child Protection records should be logged and only the Headteachers, DSL and CPL's can access and input records. Each file of concern or official documentation will contain a chronology which will detail and reference any concerns, contact with parents and other agencies, information shared, case conferences and other events. The file will also contain all other relevant information but will be separate from the child's school records.
- Historical paper CP files should be stored in secure location. This may include siblings or if appropriate family CP files.
- The information in these files may be accessed and used as evidence by other agencies, by liaising with the DSL or CPL.
- The DSL and CPL linked to the child's case will update chronologies and review actions.



- Parents may request to read their child's file. School will seek advice from the LADO if such a request is made in order to ensure that only appropriate information is disclosed depending on the circumstances and any 3rd party information
- The Designated Safeguarding Lead and Headteacher will 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 or at least that the individual child is being monitored.

The most appropriate member of staff will attend case conferences, core group meetings and other multiagency meetings to ensure a coherent approach to promoting the welfare of children and protecting them from harm.

Recognising Concerns

School staff are particularly well placed to observe, and should be alert to, outward signs of abuse, changes in behaviour or failure to develop. Staff are also made aware of emerging local safeguarding trends and given advice on what they may identify.

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 and Symptoms, alongside further information regarding school responses is contained in [Appendix A](#).

Responding to Concerns

- All staff have a responsibility to respond to disclosures by children or other concerns and pass these concerns on to the CPL or DSL immediately as outlined in ([Appendix B](#))
- Wherever possible this information should be recorded on the 'Record of Concern Form' ([Appendix C](#)) or on a referral form, along with an entry onto the child's CP chronology or recorded electronically using CPOMS/ClassCharts
- Concerns relating to marks or injuries should be recorded on a 'Body Map' outline which should be attached to the 'Record of Concern Form' or clearly indicated on the referral form ([Appendix Ca](#)) or recorded electronically using CPOMS/ClassCharts. .

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. Failure to report such concerns may be considered an act of misconduct or gross misconduct within the school's Disciplinary Policy.



Passing on Concerns

Each case will be considered by the Designated Safeguarding Lead or Safeguarding Coordinator who will decide what information to share with which staff.

What do we do when an issue is recognised / suspected?

It is essential that all suspected Child Protection issues are taken seriously and that guidelines are followed.

If a child discloses information of a Child Protection nature to you:

- Never promise the child that what they have told you can be kept secret. Explain that you have a responsibility to report what the child has said to someone else.
- If the child then decides not to continue this must be reported as a concern in itself.
- 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 a note of the discussion, taking care to record the timing, setting and people present as well as what was said.
- Report the concerns to the relevant CPL immediately after the disclosure and provide them with the notes you have made. In the absence of the relevant CPL any CP issues should be reported to the Designated Safeguarding Lead or Headteacher. This should be done even if it means contacting them at home.
- Do not investigate the matter further yourself, or contact parents/carers.

If an external source alerts you to a potential child protection issue.

As above and take the details of the person expressing the concern if possible.

If you suspect a child protection issue due to observations you have made.

- Write detailed and accurate notes about your concerns immediately.
- Report the concerns to the relevant CPL immediately and provide them with the notes you have made. In the absence of the designated CPL any CP issues should be reported to the Designated Safeguarding Lead or Headteacher. This should be done even if it means contacting them at home.
- Do not investigate the matter further yourself, or contact parents/carers.

What do the Child Protection Lead or Designated Safeguarding Lead do with the information?

- When the Child Protection Lead receives the information, they will immediately check with the person providing this, to ensure they have and understand all the information that is available.
- Whenever possible discussion will take place between the Child Protection Lead and the Designated Safeguarding Lead in order to clarify the information and to decide on the action to be taken.
- Whenever possible the investigating CPL or DSL will talk to the child as soon as possible. This may not be possible due to the child's absence.
- A decision will be made regarding the next steps to take. These steps may include:
 - Consulting with EHASH about initial concerns
 - Monitoring the situation alerting Tutor and subject teachers providing them with the minimum information required to effectively monitor the child.
 - Contact the parent/carer to discuss concerns; consideration of whether this would put the pupil/student at greater risk needs to be made.
- Make a referral to the EHASH on 01482 395500, giving as much information as possible. This must be confirmed in writing within 2 working days using the Confirmation of Referral form to the Child Care team and to County Hall using the standard Child Protection notification form. A copy should be emailed to



Tony Marsh (LADO).

- Records must be made of the details of the referral, a paper Chronology Sheet (**Appendix D**) should be made and filed in the secure and confidential CP filing system. A CP sticker must be placed on the Child/Young Person's general folder. Alternatively details can be recorded using CPOMS/ClassCharts.
- Any further information/concerns obtained must also be passed to the Child Care Team via the CPL or DSL and filed in the CP file.
- If the Child Care Team do not contact the school within 24 hours the CPL, DSL or Headteacher should contact them to confirm what action will be taken if any.
- The Child Protection Lead will meet regularly with the DSL to review the ongoing CP referrals.

Decision Making

The Safeguarding Leads will take into account information given by members of staff directly or via the CPL, ERSCB Advice Line, EHASH, the Child Care Teams and or Lead Social Worker if needed, before deciding 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.
- If the child is already 'open to' a Social Worker an initial contact should be made with that Social Worker or if unavailable the duty team member.
- If a child is considered to be potentially a Child In Need consent and advice for an Early Help Assessment could be sought if early intervention is more appropriate. Advice and guidance can be sought from EHASH about the level of need.
- If the Safeguarding Lead decides that no further action should be taken at that time a record of the reasons for that decision will be noted.
- It may be necessary to take further advice from EHASH as new information emerges

The Child Protection Lead/Designated Safeguarding Lead will keep a record of all information collected and any subsequent decisions and action taken, including details of other persons involved in the decision-making.

Consulting Parents

If possible any concerns about a child's welfare should be discussed with parents/guardians 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.
- It is possible to seek advice and or make a referral to EHASH number without getting parental consent.

If there are doubts or reservations about involving the parents the Designated Safeguarding Lead, Safeguarding Officer or CPL should seek advice from Early Help and Advice Support Hub (EHASH), or the Local Safeguarding Children Team, or ERSCB or CPO /LADO.

Child Protection Referrals or Contacts to ER Local safeguarding Children Team (LSCT)

If the school makes a CP referral / contact the ER Safeguarding Children Board Procedure will be followed by the DSL or CPL.



After a telephone contact to EHASH the CPL will email or fax a written 'Confirmation of Referral' to EHASH as soon as possible and ideally immediately after initial referral and at the latest within 24 hours.

Feedback

- Within 24 hours the Child Care Team should report back to the DSL/CPL and indicate their decision on future action.
- If no response is received the CPL or DSL should contact EHASH or the allocated LSCT to seek information. If this fails to get a response the DSL or CPL should contact the ERSCB for advice.
- Whatever the outcome of reported concerns the Designated Safeguarding Lead or Child Protection Lead will report back to the member of staff involved and appraise them of the situation as appropriate, under the 'Need to Know' policy.

Supporting Pupils/Students at Risk - Vulnerable children

Our organisation recognises that children who are abused or who witness violence may find it difficult to develop a sense of worth and to view the world in a positive way.

Our school communities will endeavour to support learners through

- The curriculum, to encourage self-esteem, and self-motivation.
- Our ethos, which promotes a positive, supportive and secure environment.
- The implementation of behaviour management policies.
- Regular liaison with other professionals and agencies who support the pupils/students and their families (including Early Help Assessment processes in East Riding and liaising with EHASH).
- 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.
- 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, help with changing or physical support or physical intervention.
- If a child, who is the subject of a Child Protection Plan, is missing from school for 2 days without a verified valid reason the CPL will contact the assigned social worker.
- In the same way if a child that the school has serious concerns about, is missing the school will consider making a CP referral.
- The school Education Welfare Officer should be informed in such circumstances.

Joint working with other agencies

The WLP recognises that inter-agency working is essential if children are to receive effective targeted support as early as possible. 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;

- Early Help Assessment Framework
- CP Case Conferences, core groups and other multi-agency meetings
- Joint working with the school EWO & Education Welfare Service
- Multi-agency review/planning meetings
- Working with Youth & Family Support Services
- Working with Child Adolescent Mental Health Services

Case Conferences and Core Group Meetings

- The Designated Safeguarding Lead & Headteachers will ensure that the appropriate member(s) of staff will attend Initial & review Case Conferences and Core Groups and that written reports are prepared for



each Case Conference.

- Reports will be compiled after discussion with relevant staff involved with the child.
- Reports will be discussed if possible with parents before forwarding to the Case Conference Chair 3 days before an Initial and 5 days before a Review Conference.
- Feedback will be given to staff under the 'Need to know' principle on a case-by-case basis.

Information Sharing

Information will be shared in line with the key principles outlined in *Information Sharing Guidance for Practitioners and Managers*. In cases involving possible child abuse the school has a duty and ability to share information

The Designated Safeguarding Lead / Headteachers 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 CP chronology/file.

Children's Concerns

- The WLP 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 to 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.
- Children will be made aware of the opportunities available to them to seek advice and support within the formal and informal curriculum. **(Appendix E)** (Safeguarding Children & Safer Recruitment in Education (2007- DCSF /DfES).
- 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.

Recruitment and selection of staff

The WLP complies fully with 'Keeping Children Safe in Education Legislation'. The WLP ensures that that all relevant pre-employment checks are carried out e.g.

- An identity check.
- A barred list check.
- An enhanced DBS check.
- A prohibition from teaching check.
- Further checks on people living or working outside the United Kingdom (UK).
- A check of professional qualification.
- A check to establish the person's right to work in the UK.

A Single Central Register (SCR) is maintained by each school in the Wolds Learning Partnership. The Headteacher and other members of SLT and at least one Governor have completed the appropriate safer recruitment training and it is ensured that the appropriate expertise is updated as required (recommended every 5 years).

Induction

When new long term staff start at the school they are briefed on the school CP and Safe Working procedures and given a copy of and access to:

- This policy.



- Expectations & Code of Conduct.
- E-safety Policy.
- Acceptable Use of ICT policies.
- Safeguarding Handbook.

Other temporary or visiting staff are made aware of the CP reporting procedures in the school and given a written statement including the contact details of the DSL and CPL.

Training

- **All staff** are reminded of the policy and procedures at the start of each school year and at other times if required.
- **The Designated Safeguarding Lead and Safeguarding Officer** will complete the following ERSCB training as a minimum:
 - Foundation Level - A Shared Responsibility.
 - Level One - Working Together.
 - Working Together Refresher (every 2 years).
 - Safeguarding Lead for the WLP will attend LA CPL Training.
 - Level 2 – Working Together – ‘Strengthening Decision Making to Protect Children’.
- **All Senior Leadership** will have completed the ERSCB online CP Training.
- **The Designated Safeguarding Lead**, in addition to the above, will complete Level 3 – Decision Making – Designated Senior Person for Safeguarding Children, or ERSCB training which enables decision making in complex cases.
- **CPLs** will complete ERSCB training up to at least Level One to ensure that the expertise and awareness is adequate across the school.
- The ERSCB online ‘Safeguarding Children in Education’ will be rolled out to all staff who come into regular contact with pupils/students.
- **All Staff** will complete CP Training as part of their induction.
- All Trustees and Governors will be invited to school CP training events and will be given the opportunity to attend the ERSCB_Foundation Level training.

Physical intervention

- Staff will ensure that the school policy on physical intervention is followed and that any incidents requiring such action will be logged with the Chief Executive Officer/Headteachers or appropriate senior manager, and parents informed on the same day.
- Only adults designated by the Chief Executive Officer/headteachers should use physical intervention as a last resort to protect the safety of children or adults. (Safeguarding Children & Safer Recruitment in Education (2007- DCSF /DfES)

Safe working

- All staff will be made aware and regularly reminded of the requirements of the school & DCSF (2009) Safe & Appropriate working guidance and related policies and have access to these documents and related advice from Senior staff as needed.
- 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.
- The School ‘Expectations and Code of Conduct for Staff’ policy is given to all staff.

Allegations against staff – Whistle Blowing

See Whistle Blowing Policy and the school’s Expectations and Code of Conduct Documents



- All staff are made aware that if they receive an allegation of inappropriate or abusive behaviour by a colleague, or feel required to make such an allegation, they should pass the information, without delay, to the Chief Executive Officer or Headteacher.
- If the allegation concerns the Chief Executive Officer or Headteacher the referrer should contact the Chair of The Board of Trustees, a senior Member of staff or the LADO immediately.

It is unacceptable for any member of staff not to refer such concerns.

- All staff are made aware of their responsibilities in this and the procedure to follow.
- Any such matters will be dealt with in the strictest confidence.
- The Chief Executive Officer or Headteacher will, on the same day, contact the LADO and follow the statutory guidance contained in ERSCB Guidance & *'Dealing with Allegations of Abuse Against Teachers & Other Staff.'* DfE 2011 and *'Keeping Children Safe in Education Legislation.'*
- All involved will attempt to deal with any allegation is fairly, quickly and consistently, in a way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

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 LA Designated Officer / LA/CPO, Tony Marsh on 01482 392139.

Parents

- 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 interagency working and the Early Help Assessment Framework should be used whenever possible.
- However we ensure that parents are aware that we may need to make CP referrals or seek related advice without their consent or knowledge.
- Parents are also made aware that the CP policy is available from the school. The name and contact details (via school) of the CP Lead is publicised should parents 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 Designated Safeguarding Lead, Child Protection Lead or Headteachers.

Glossary and Guidance Sources

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** - refers to adults with parental responsibility for a particular child
- **DSL** – Designated Safeguarding Lead
- **CPL** - School Child Protection Leads
- **LA/CPO** - LA Child Protection Officer (Schools)
- **LADO** – Local Authority Designated Officer (first contact for allegations against Staff & Volunteers)
- **ERSCB** – East Riding Safeguarding Children Board
- **LSCT** – Local Safeguarding Children Teams



- **EHASH**- Early Help & Advice Support Hub
- **DBS** – Disclosure & Barring Service (formally CRB)

Appendix A (WLP CP policy)

Definitions of Significant Harm & Indicators of Abuse

A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger.

- **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 feigns the symptoms of, or deliberately causes, ill health to a child whom they are looking after.
- **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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- **EMOTIONAL ABUSE** is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children.
- **SEXUAL ABUSE** involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e. rape or buggery) or non-penetrative acts. They may include non-contact activities, or encouraging children to behave in sexually inappropriate ways.

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 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 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.
- Sleep disturbances or nightmares.
- Chronic illnesses, especially throat infections and STI's.
- Anorexia or bulimia.
- Self-mutilation, attempted suicide, frequently running away.
- Unexplained pregnancy.
- 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/students, displaying none of the characteristic effects 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.

Other Indicators that a Child or Young Person may not be safe

School staff are also well placed to observe, and should be alert to other signs that a pupil/student may not be safe.

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages, using mobiles, tablets, smartphones or laptops (NSPCC 2016). The WLP follows Local Safeguarding Children's Board Procedures to manage individual cases. In such cases the WLP will offer further personalised education to individual pupils/students, and where appropriate seek further advice from EHASH. If any staff member becomes aware of any incidents of sexting they must report to the DSL who will liaise with the CPL to investigate and determine the most appropriate intervention.

Female Genital Mutilation Female (FGM) is a collective term for procedures, which include the removal of part or all of the external female genitalia for non-medical purposes. Indicators that a child may be at risk include:

- The family belongs to a community in which FGM is practiced.
- Maternal or other family member disclosure.
- An awareness by a midwife or obstetrician that the procedure has already been carried out on a mother, prompting concern for any daughters, girls or young women in the family.
- Any female child whose older sibling has undergone FGM.
- The family makes preparations for the child to take a holiday, e.g. arranging vaccinations, planning an absence from school.
- The child talks about a 'special procedure/ceremony' that is going to take place.
- The child has changed in behaviour after being absent from school.
- The child has health problems, particularly bladder or menstrual problems.
- The WLP follows Local Safeguarding Children's Board Guidance and Procedures in relation to FGM. Any suspicions or patterns of behaviour indicating possible FGM risk will be taken seriously and advice sought from EHASH and the Police.

The Prevent Duty:

In order for schools and childcare providers to fulfil the Prevent Duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. WLP staff are made aware of the demographic of the local area and given advice on what signs may identify a pupil/student is at risk of radicalisation, such as changes in behaviour or appearance, symbolism on clothing or belongings or an increased use of derogatory, divisive or racist language.



The WLP follows Government guidance and has a PSHE programme to build resilience and promote British Values, enabling pupils/students to challenge extremist views and explore controversial viewpoints in a safe environment. If a pupil/student is identified as being vulnerable to radicalisation the CPL will report concerns to EHASH and the police to determine the most appropriate course of action.

Appendix B - (WLP CP policy)

Responding to Concerns and Disclosures

- React calmly promise CONFIDENTIALITY **not** SECRECY.
- Be aware of your non-verbal messages.
- Keep responses short, simple, slow and gentle.
- 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 clarify but this may be better left to the CPL or DSL.

The use of 'TED' questioning may be appropriate

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
- Maintain strict confidentiality
- Pass the information to the CPL, DSL or SO on the same day



Appendix C - (WLP CP policy)

Record of Concern Form

Child Protection Record of Concern or Disclosure

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

School:					
Pupils Name:		Class/TG		Yr:	
		DoB:			
Concern identified by:		Date:		Time:	
Nature of Concern / details of disclosure / other relevant information.					
Continued on reverse if needed					
Passed to:		Received by:		Date:	
Action taken by CPL (or person receiving this form)					
This form to be filed in pupils/students CP file and noted on CP chronology					



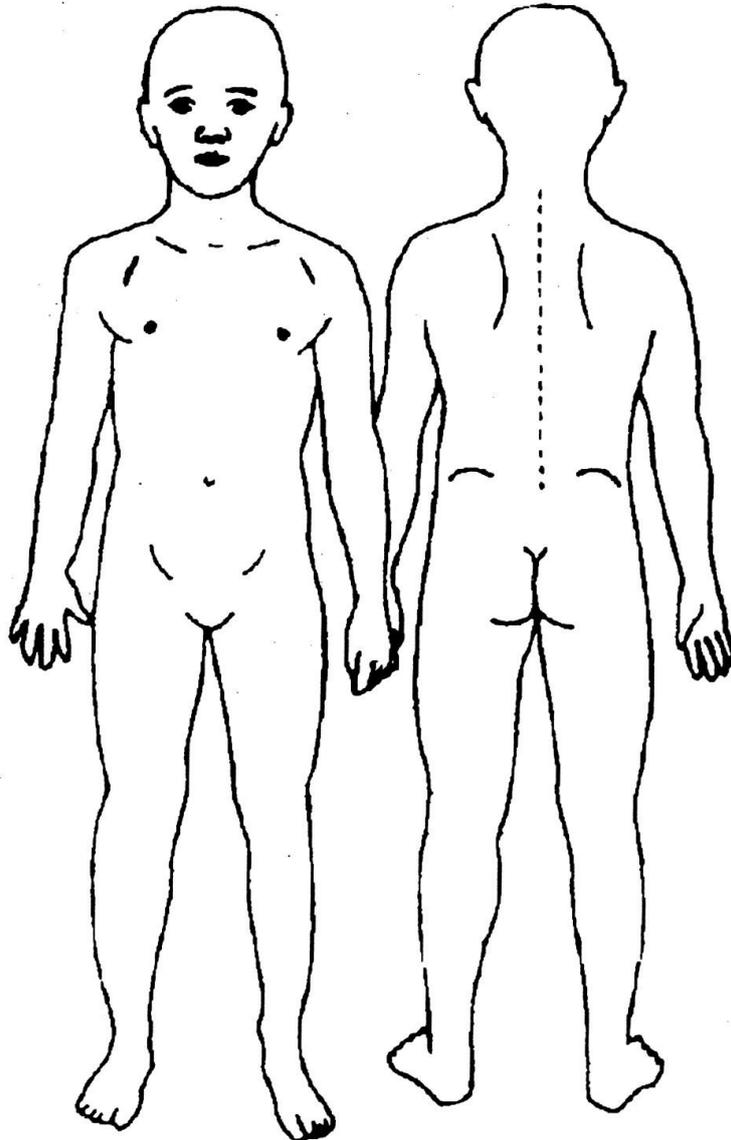
Appendix Ca (WLP CP Policy)

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

Name of Child :

Date:

Name of Adult making record;





Appendix E (WLP CP Policy)

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.
- This includes someone who may be frightening you on the Internet or on your mobile

You should:

- Tell someone you trust such as your friends, teachers, parents, grandparents.
- 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

Other help

www.nspcc.org.uk

www.childline.org.uk

www.rights4u.org.uk

Appendix F (WLP CP Policy)

Advice / Information for parents

(to be used at induction and in newsletters etc)

- Within the Wolds Learning Partnership, we recognise that your child is our responsibility and concern. We want to work in partnership with you, and discuss with you, any concerns we may have or that you may have.
- It is a priority 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 ER 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 contact the school.



Appendix G (WLP CP Policy)

The Local Safeguarding Children Board's Procedures contain the detailed inter-agency processes, protocols and expectations for safeguarding children. They can be found on the East Riding of Yorkshire Website in the Health and Social Care section.

A Making A Child Protection Referral.

If the school believes that a child may have suffered, is suffering or be at risk of suffering significant harm, a referral **must** be made to the Early Help and Safeguarding Hub (EHASH) as soon as possible within the school day.

1. EHASH 01482- 395500 and outside office hours to the ER Emergency Duty Team on 01377-241639
2. Local Safeguarding Children Teams and the CPO Officer and ERSCB Duty Officer are available to discuss individual cases for advice & guidance.
3. If parents/carers have not been informed it should be established with the LSCT when and by whom they will be informed and if there are other actions the school needs to take.
4. When a CP referral is made the time and the person taking the referral should be recorded on the child's CPOMS record.
5. Telephone referral must be followed by an ERSCB 'Confirmation of Referral' form, (with as much information completed as possible,) which should be emailed or Faxed to EHASH
6. A member of the LSCT should report back to the school within 24 hours of receipt of the written referral to outline the action to be taken. If this is not done the school should seek that information from the LSCT and if there is no response contact the CPO or ERSCB for advice.
7. If it appears that urgent medical attention is required, arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
8. Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from LSCT or the police (for instance about difficulties if the school day has ended). Remain with the child until the Social Worker takes responsibility.

B Consulting parents

Parent's permission, or the child's **where appropriate**, should be sought before discussing a referral about them with other agencies, unless permission-seeking may itself place a child at increased risk of significant harm.'

Paragraph 5.34 'Working Together to Safeguard Children'

1. If possible any concerns about a child's welfare should be discussed with parents provided that this will not:
 - Possibly place the child at increased risk
 - Possibly place staff at risk
 - Cause a delay in referring if contact cannot be made
2. If there are doubts or reservations about involving the parents the CPL should seek advice from the Family Support Team.



NOTE: Always record your reasons for not discussing your concerns with parents.

3. Even if parents refuse to give consent for information to be shared and you remain concerned about the safety of the child or young person, make the referral to EHASH or other relevant agencies if they are already involved. Record your reasons for dispensing with parental consent.

Appendix H (WLP CP Policy)

Record Keeping: Why is it important?

- It provides a consistent account of our involvement with children, young people and their families.
- Well-kept records should mean that families and individuals do not have to keep 'telling their story'
- Records can be reviewed at a later date if issues arise (e.g. a complaint, legal proceedings or a serious case review).
- Good record keeping protects:
 - The Child or Young person
 - Staff
 - The organisation

Record Keeping: Organisation

1. Paper Files will be kept in the filing cabinet in the DSL's office. This is kept locked.
2. The file contains a chronology which logs the following;
 - Records of Concern
 - Body Map sheets if submitted
 - CP referral form copy
 - Meeting and Case Conference minutes.
 - Copies of reports for meetings
 - Details of siblings
 - Details of social workers / family support workers
 - Details of contact with parents and other agencies
 - Any other relevant information

It is essential that these are all referred to on chronology sheets and fully dated.

When children transfer school.

- If there have been child protection concerns, the file is reviewed and transferred separately from other school records and direct to the relevant member of staff in the receiving school.
- The file should be sealed and marked 'Private & Confidential FAO the Child Protection Lead'. The receiving school will be notified by telephone that there are concerns and records will if possible be delivered or collected.
- If posted the sealed and indicated records should be placed within a plain addressed envelope. A record should be kept of the date of such transfer of sensitive files and of the person to whom they are transferred. It is recommended that the receiving school acknowledges receipt of records, and this acknowledgement recorded by the sending school.
- In the event of a child moving out of the LA area photocopies of records should be retained before sending them.



- If the destination school is unknown the records should be retained until the child is officially removed from the school role and then forwarded to the LA CPO.

When receiving children from other schools the school should contact the sending school to ascertain if there are CP concerns.

At transition liaison arrangements should include specific transfer of Child Protection information as part of the formal transition arrangements.

Appendix I (WLP Child Protection)

Safeguarding children; information for visitors, supply staff and volunteers.

- The WLP is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Child Protection Policy and procedures in place.
- All people in the WLP community have a responsibility to act on any concerns that they have about a child's wellbeing.
- If you are concerned about a child's welfare, please record your concerns, and any observations or conversation heard, and report this as soon as possible the same day.
- 'Record of Concern' forms are available from the DSL or CPL. Complete this form and pass it to one of the relevant person.
- If the form is not available ensure that the full details are recorded including date, time, child's name, your name and a factual account of what was said or observed.
- Do **NOT** conduct your own investigation. Keep all concerns or information confidential.