



Rokeby Park Primary School
Safeguarding & Child Protection Policy

Rokeby Park Primary School
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Important Contacts

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

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.

1. Statement of Intent

Rokeby Park Primary School 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 Partnership (Accessible via: <http://www.proceduresonline.com/hull/scb/>).

Aims:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues.

Rokeby Park Primary School recognises that protecting and safeguarding children and young people is a shared responsibility and depends upon effective joint working between agencies and professionals that have different roles and expertise.

Individual children and young people, especially some of the most vulnerable children and those at greatest risk of social exclusion, will need coordinated help from health, education and children's social

care services. The voluntary sector and other agencies also have an important role in protecting and safeguarding children.

Rokeby Park Primary 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.

Rokeby Park Primary 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 Safeguarding and Child Protection Policy and Procedure and regularly reviewing and updating this in line with national and local policy developments. The policy is reviewed on an annual basis by the Designated Safeguarding Lead and ratified by the Governing Body;
- Ensuring that all staff and volunteers are familiar with the Safeguarding and Child Protection Policy and Procedure as per the school's induction process for staff and volunteers. They are expected to read and sign that they have understood the policy and are directed to the Designated Safeguarding Lead if they have any queries.
- Ensuring that staff/volunteers attend appropriate Local Safeguarding Children Partnership (LSCP) Child Protection Training. All staff will be trained and Safeguarding governors will be offered Level 1 Safeguarding training.
- Ensuring that Rokeby Park Primary School has a designated Designated Safeguarding Lead and that all staff and volunteers are aware of the named people and process of reporting concerns to them. All staff are made aware of the Designated Safeguarding Lead prior to their commencement at the school via staff handbook information they are given and an induction meeting takes place in the first week in school.
- Ensuring key staff and Governors have completed Safer Recruitment training;
- Ensuring the school maintains a central record of all staff within the school and mandatory checks are carried out on every adult working with children;
- Ensuring all visitors who are not DBS cleared are accompanied at all times;
- All staff and volunteers are given a copy of the policy. It is available on request by any other stakeholders;
- Assessing the risk that children and young people may encounter and taking steps to minimise and manage this by ensuring that staff/volunteers adhere to the Professional Code of Conduct and refer to the Child Protection and Safeguarding Policy and Procedure.
- Letting parents, carers, children and young people know how to report concerns about a child, young person, staff member or volunteer or complain about anything that they are not happy about. This is explained in newsletters and on the school website;
- Giving children, young people, parents and carers information about what Rokeby Park Primary School does and what can be expected; via the school website, regular newsletters and school notice boards. All policies in relation to safeguarding children at Rokeby Park Primary School are available on request;
- Ensuring that the DSL attends Child Protection Co-ordinators training and keep their Safeguarding knowledge up-to-date by attending relevant training. New/up-to-date information will be disseminated to staff via the weekly staff meetings and Senior Leadership Meetings (SLT);
- 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 and a hard copy of the Policy is also available on request.

Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- › Have special educational needs (SEN) or disabilities or health conditions (see section 10)
- › Are young carers
- › May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- › Have English as an additional language
- › Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- › Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- › Are asylum seekers
- › Are at risk due to either their own or a family member's mental health needs
- › Are looked after or previously looked after (see section 12)
- › Are missing from education
- › Whose parent/carer has expressed an intention to remove them from school to be home educated

2. National and Local Guidance

This Child Protection (Safeguarding) Policy and Procedure should be read in conjunction with the Local Safeguarding Children Partnership (LSCP) Guidelines and Procedures. (Accessible via: <http://www.proceduresonline.com/hull/scb/>). Everyone who works with children - including teachers, GPs, nurses, midwives, health visitors, early years professionals, youth workers, police, Accident and Emergency staff, paediatricians, voluntary and community workers and social workers - has a responsibility for keeping them safe (Working Together to Safeguard Children, 2018).

In accordance with the Children Act 2004 it is a statutory responsibility for key agencies coming in to contact with children and young people, to make arrangements to ensure that in discharging their functions, they have regard for the need to safeguard and promote the welfare of children (Section 11, Children Act 2004). Where private or voluntary organisations come in to contact with or offer services to children, they should as a matter of good practice take account of this guidance and follow it as far as possible.

The following national guidance should also be referred to:

- Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote The Welfare Of Children (HM Government 2018);
- Keeping Children Safe in Education (DfE 2021);
- The Children Act (1989);
- The Children Act (2004);
- Information Sharing: Guidance for practitioners and managers. HM Government (2015);
- What to Do If You're Worried A Child Is Being Abused. Advice for practitioners (HM Government 2015);
- Safe Working Practice for Adults Who Work with Children (2020)
- Human Rights Act 1998;
- Criminal Justice & Court Services Act 2000;
- The Protection of Children Act 1999;
- The Sexual Offences Act 2003;

- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

In addition, the school follows the policies and procedures recommended by the Hull Safeguarding Partnership.

The following policies are available in school:

- Health & Safety Policy and Risk Assessments
- On-line Safety Policy
- Managing Medicines in School Policy
- Recruitment of Staff and Volunteers
- Guidance for safer working practice for those working with children and young people in education settings
- Allegations of Abuse Against Staff
- Single Equality Scheme Policy
- Induction Policy
- Continuous Professional Development Policy
- Data Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Whistle Blowing Policy
- Complaints Policy
- Primary Attendance and Punctuality Policy
- Physical Intervention Policy
- Staff Code of Conduct
- RSHE (Jigsaw) Policy

3. Safeguarding & Promoting Welfare & Child Protection

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

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;

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

3.2 Child Protection

Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm.

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.

Effective child protection is essential to safeguard and promote the welfare of children. However, all agencies should aim to proactively safeguard and promote the welfare of children so that the need for action to protect from harm is reduced

3.3 Early Help

It is important for children to receive the right help at the right time to address risk and prevent issues escalating. Therefore, at Rokeby Park Primary we aim to identify where early interventions are needed to support families in need 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

Children who are defined as 'in need', under section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health or development will be significantly impaired, without the provision of services. This includes those children with a disability.

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.

3.6. Who Abuses Children?

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

3.7. What is Abuse and Neglect?

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

3.8. Young Carers

Children and young people under 18 who provide or intend to provide care assistance or support to another family member are called young carers. They carry out on a regular basis, significant or substantial caring tasks and assume a level of responsibility, which would usually be associated with an adult. The person receiving care is often a parent but can also be a sibling, grandparent or other relative who is disabled, has some chronic illness, mental health problem, substance misuse or other condition connected with a need for care support or supervision. Young carers can be particularly vulnerable and, under the Children and Families Act (2014) are entitled to an assessment of their own needs by the local authority. Staff should identify children they think may be Young Carers to the Designated Safeguarding Lead.

- **PHYSICAL ABUSE:**

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

- EMOTIONAL ABUSE:

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve online bullying. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

- SEXUAL ABUSE:

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts.

They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways 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 and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

This is not an exhaustive list and it must be recognised that it is not the role of staff / volunteers to make an assessment of whether children or young people have suffered harm. Staff / volunteers / child protection co-ordinator do have a duty to report any concerns about harm in accordance with the Local Safeguarding Children Partnership, Guidelines & Procedures.

3.9 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;
- **Contact with individuals** who pose a 'risk to children' can be someone who has been convicted of an offence listed in Schedule One of the Children and Young Person's Act 1933 (Sexual Offences Act 2003), or someone who has been identified as continuing to present a risk to children;
- **The parent's behaviour** before the birth of a child may indicate the likelihood of significant harm to an unborn child, for example substance misuse, previous children removed from their carers;
- **Substance misuse** – the potential for a child to be harmed as a result of the excessive use of alcohol, illegal and controlled drugs, solvents or related substances may occur during a young person's life. The use of drugs or other substances by parents or carers does not in itself indicate child neglect or abuse, and there is no assumption that a child living in such circumstances will automatically be considered under the child protection procedures. It is important to assess how parental substance use impacts upon the children or young people in the family;
- **Mental Health** – Mental illness in a parent or carer does not necessarily have an adverse effect on the child or young person but it is important to assess its implications for any children involved in the family. The adverse effects of parental mental illness on the child are less likely when parental problems are mild, last for a short period of time, are not associated with family disharmony, and where there is another parent or family member who can respond to the child's needs and offer protection. Where mental illness is accompanied by problem alcohol use, domestic violence or associated with poverty and social isolation, children are particularly vulnerable. The potential impact of a parental mental illness and the child's ability to cope with it is related to age, gender and individual personality.
- **Domestic Abuse** – Domestic Abuse is an incident or pattern of incidents of controlling, coercive, threatening, degrading or violent behaviour, including sexual violence, in the majority of cases by a partner, but also by a family member. Children and young people can suffer directly and indirectly if they live in a household where there is domestic violence. It is likely to have a damaging effect on the health and development of children. The amendment made in section 120 of the Adoption and Children Act 2002 to the Children Act 1989 clarifies the meaning of harm to include, for example, impairment suffered from seeing or hearing the ill-treatment of another. This can include children witnessing violence in the home.

Domestic Abuse Act 2021 raises awareness and understanding about the devastating impact of domestic abuse on victims and their families. It will strengthen the support for victims of abuse by statutory agencies.

Domestic violence has an impact in a number of ways:

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

- People working with children should also be alert to the frequent inter-relationship between domestic violence and the abuse and neglect of children.

We are an 'Operation Encompass' school

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 four main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling), emotional (e.g. isolating an individual from activities and social acceptance of their peer group) and online bullying (e.g. abuse using texting and social media sites). The damage inflicted by bullying can be underestimated. It can cause considerable distress, to the extent that it can affect health and development and at the extreme significant harm.

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.

Female Genital Mutilation - (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'. Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. In addition, it is illegal for someone to arrange for a child to have this procedure. Therefore, if concerns are raised about the possibility of this taking place Children's Social Care and/or the Police will be notified. **Refer to the Home Office guidance - Mandatory Reporting of Female Genital Mutilation – procedural information, October 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, (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) 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 EH&SH team.

Significant indicators:

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

- Having unexplained contact with hotels, taxi companies, and fast food outlets.

Refer to HSCP guidance for practitioners

Radicalisation and Extremist behavior - At Rokeby Park Primary we assist our children to become more resilient to the messages of violent extremists through creating an environment where all young people learn to understand others, value and appreciate diversity and develop skills to be able to debate. Through the balanced curriculum we offer we will help young people learn and explore the values of different faiths in cultures. However; where a member of staff has concerns regarding radicalism or extremist behaviour, they must inform the Designated Safeguarding Lead. It will be dealt with in accordance with the school's safeguarding procedures, and advice will be sort from either EHaSH Team or Humberside Police. Any referrals to Channel process should be emailed to: prevent@humberside.pnn.police.uk

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 Rokeby Park Primary 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.

Forced Marriages - 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 Rokeby Park Primary School, they will be reported immediately to the appropriate authorities.

SEND - 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 statistically more likely to be targeted due to difficulties they may face in communicating what is happening to them. Therefore, we ensure that SEND children are responded to carefully when they have, or show signs of concern. We feel it is particularly important that all staff and volunteers are fully informed and adequately trained in order to protect vulnerable groups.

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 Rokeby Park Primary we will encourage the full attendance of all our pupils. Where we have concerns that a child is missing from education, we will follow the local authority protocols and refer to the Education Welfare Service, CME Officer who will make reasonable efforts to identify the child's whereabouts. The child will not be removed from our school roll until notified by the CME officer that it is appropriate to do so. (Ref: Attendance policy and Local Authority CME protocols)

Child Criminal Exploitation - County Lines

The term County Lines describes gangs and organised criminal networks involved in exporting illegal drugs into other areas of the country, often small towns using dictated mobile phone lines or another form of deal line which can be in person. They are likely to exploit children to move and store the drugs and money and will often use coercion, intimidation, violence (including sexual violence) and weapons. At Rokeby Park Primary we will treat any child who is criminally exploited as a victim first and refer to children's social care immediately.

Indicators that a child may be at risk of criminal exploitation

- Increase in 'Missing Episodes – particular key as children can be missing for days and drug run in other Counties
- Having unexplained amounts of money, new high cost items and multiple mobile phones

- Increased social media and phone/text use, almost always secretly
- Having injuries that are unexplained and unwilling to be looked at
- Increase in aggression, violence and fighting
- Carrying weapons
- Travel receipts that are unexplained
- Parents concerns and significant changes in behavior

Peer on peer abuse – Allegations against other pupils which are safeguarding issues Rokeby Park Primary School believes that abuse is abuse and *it will never be tolerated, dismissed or minimised*. Occasionally, allegations may be made against pupils by others, which are of a safeguarding nature.

Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. We recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

Procedures for dealing with allegations of peer-on-peer abuse

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

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

- **Bullying**

If a child is suffering or at risk of significant harm, a bullying incident should be addressed as a child protection concern. Bullying can take different forms, including physical, verbal, cyber, racist, religious, cultural and homophobic bullying.

- **Domestic Abuse**

Teenage relationships abuse involves controlling, coercive, threatening behaviour and violence. It can be psychological, physical, sexual, financial and/or emotional in nature.

- **Child Sexual Exploitation (CSE)**

Defined as an individual or group taking advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity.

- **Harmful sexual behaviour**

Involves a child engaging in discussions or acts that are inappropriate for their age or stage of development, whether online or offline. It includes sexualised language or role play, viewing pornography, sexual harassment and sexual violence. It also includes ‘sexting’. It involves a child engaging in discussion or acts that are inappropriate for their age or stage of development, whether online or offline. This encompasses sexualised language or role play, viewing pornography, sexual harassment and sexual violence. In addition, it also includes sexting, plus upskirting, which became a criminal offence following changes to the Voyeurism Act 2019. This offence does not solely relate to females as males can also be victims of this form of harmful behaviour.

- **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.

- **Sharing of nudes and semi-nudes (‘sexting’)**

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as ‘sexting’ or ‘youth produced sexual imagery’), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children’s social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children’s social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person’s developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children’s social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through Pickering Road Police Station 01482 630155.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

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 principles, as outlined in this policy, should be applied.

Creating a supportive environment in school and minimising the risk of peer-on-peer abuse

We recognise the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images

Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys

Ensure our curriculum helps to educate pupils about appropriate behaviour and consent

Ensure pupils are able to easily and confidently report abuse

Ensure staff reassure victims that they are being taken seriously

Ensure staff are trained to understand:

- How to recognise the indicators and signs of peer-on-peer abuse, and know how to identify it and respond to reports
- That even if there are no reports of peer-on-peer abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
- That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child's behaviour might indicate that something is wrong

- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing peer-on-peer abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns

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 feelings of the alleged victim.
- The Designated Safeguarding Lead should be made aware, and along with Senior Leaders, a decision made on most appropriate course of action, as per the 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 decisions, actions and outcomes should be accurately recorded and retained on CPOMS.

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 the school will follow the recommended actions. Advice should also be taken on notifying the alleged perpetrator and parents of both parties.
- The Designated Safeguarding Lead will make an accurate record of the concern, the discussions, recommendations and any outcomes. A copy of the record will be retained on CPOMS.
- 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 the school 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.

Through our broad and balanced curriculum, we will educate pupils about keeping themselves safe, and how to build respectful relationships.

Further DfE guidance on managing sexual violence and sexual harassment between children in schools and colleges can be found at:

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

Children's experiences of significant harm beyond their families is inclusive of different relationships that young people form in their neighbourhoods, schools and/or online, which can feature all forms of abuse and/or violence. Often parents and carers have little influence over these contexts, and

young peoples' experiences of extra-familial abuse can undermine the parent-child relationship. Therefore, all staff, but especially the designated safeguarding lead (or deputy) should always consider, as part of their standard safeguarding practice, any wider environmental factors, which could be a threat to a child's safety and/or welfare such as sexual exploitation, criminal exploitation, and serious youth violence.

3.11 Mental Health & Wellbeing

Our schools play a key role in helping all pupils build resilience and develop good mental health and wellbeing. We understand that children and young people go through ups and downs during life, but with the right support, nurture and education these difficulties can be overcome. It is acknowledged, that there are occasions when some pupils may face significant life challenges or events, which could have a profound impact on their emotional wellbeing and cause mental ill health. In addition, we are aware that mental health problems can sometimes be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

We fully understand that only medical professionals can make a formal diagnosis of a mental health condition, but staff must still remain vigilant to any warning signs, which indicates a pupil is experiencing mental health, or emotional wellbeing issues. Any signs should always be taken seriously, and concerns reported via CPOMS to either the SENCo or Pastoral Lead in a swift and timely manner, in order to determine the necessary course of supportive action, which may include referrals to specialist services.

If staff fear that the pupil is in danger of immediate harm, the normal child protection procedures should be followed, and the Designated Safeguarding Lead informed immediately.

Possible warning signs include:

- Becoming socially withdrawn
- Changes in mood, behaviour or activity
- Physical signs of harm that are repeated or appear non-accidental
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or sickness with no evidence
- Changes in eating or sleeping habits
- An increase in lateness or absenteeism

3.10 Seeking Medical Attention

In school there are always trained members of staff who volunteer to oversee first aid. First aid is located in the Ladies' toilets and the SEN intervention room. When a child is poorly, or has suffered an accident in school or on the playground there is a protocol for staff to follow:

- A trained first aider is consulted;
- For head injuries parents are informed;
- The Headteacher, or in their absence, a member of the SLT is informed;
- If there is any doubt at all a parent is contacted.

School policy is that members of staff are permitted to give medicines to children. Parents/carers sign a consent form and the giving of the medicine is logged and witnessed (see Managing Medicines in School policy for details). For matters of an intimate nature staff are informed to deal with a child with utmost sensitivity and always to seek guidance from the Headteacher or a senior member of staff. In almost all situations the parents will be asked to come into school immediately so that they are part of the decision making process for such matters.

In rare circumstances the school nurse will be contacted as a matter of utmost urgency before the parent of a child who has a physical injury and there are concerns about abuse.

- If emergency medical attention is required, then this should be sought immediately by phoning for an ambulance.
- You should then follow the procedures for referring a child protection concern to Local Authority Children's Social Care.

3.11 Photographing and videoing

There has been a lot of controversy about adults photographing and filming young people. The concerns are genuine; however, we have taken a sensible, balanced approach, which allows parents and staff to photograph and film providing they follow certain guidelines:

- Photographs must NEVER be taken in a 1-1 situation or in secret;
- Parents consent to school taking photographs by signing a permission slip. School photographs that are for use outside of school are anonymous unless specific permission has been received from parents or carers;
- The school keeps a list of children who may not be photographed and who may not have their picture published in school, on the website, newsletter or any other media. It is assumed that if a parent does not return their permission slip, permission has been granted to photograph their child;
- Staff may use personal high speed cameras and video cameras when taking pupils on school visits and to residential outdoor pursuit centres. These photographs are then made available to parents as a souvenir of the visit. Pupils may not be photographed alone unless as part of a structured activity such as on a climbing wall and there are witnesses to the photo taking. Permission to use personal high speed cameras or video cameras must be sought from the Headteacher before use;
- If staff are using their own cameras, the photographs must be downloaded to school computers as soon as possible and then deleted from the camera;
- The staff in the Foundation Stage photograph the children during their self-initiated work for assessment purposes, as part of making their observations. The school provides ipads and cameras for staff to use but at times it may be necessary for staff to use their own cameras. These photographs are kept in school and shared with parents;
- Photographs of children taking part in normal school activities are stored on the school computers, in the shared area server and may be stored on staff computers at home for purposes of planning and assessment;
- Staff must **NEVER** use mobile phones to photograph children. (The Designated Safeguarding Lead may have the school phone in the classroom to enable her to access CPOMs but may not use the camera function. The school caretaker may be contacted on the school walkie talkie during the school day and use his mobile phone after the children have gone home at 3pm.)

3.12. Manual Handling- This school follows the DfE Use of reasonable force guidance which asserts that physical restraint may be used if there is the possibility that a child may be about to cause harm to him/herself or to another (see the Physical Intervention Policy). Staff are trained in positive handling (Team Teach). It also asserts that on no occasion should such physical contact be used as a punishment. All allegations of abuse by or complaints about a teacher or support member of staff will be dealt with following the Local Safeguarding Partnership procedures (see Allegations of abuse against staff policy). For any complaints about the Headteacher the Chair of Governors should be contacted directly.

3.13. Attendance

Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone and provide medical evidence, if possible. If there is no notification the school has a policy of phoning home to ascertain each child's whereabouts. The Attendance Lead will be informed if telephone contact has been unsuccessful or if there are concerns regarding a child's absence. Attendance rates are reported each term to the Local Authority, annually to the government and to all parents. Attendance is also discussed with parents during parents' evening meetings. Positive measures are in place to encourage children to attend regularly and punctually and the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality.

3.14. Site security

Rokeby Park provides a secure site, but the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules, which govern it. Laxity can cause potential problems to safeguarding. Therefore:

- The only access to the school is via the school office;

- All other entrance/exit doors should be securely locked to prevent intrusion. All staff can gain access to areas around the school, and doors can be opened from inside the building without a key;
- Visitors must only enter through the main entrance and after signing in at the office. They should be given a visitor badge on entry;
- Children will only be allowed home with adults with parental responsibility or confirmed permission;
- Children should never be allowed to leave school alone during school hours, and if collected by an adult, signed out;
- Should a child leave the school premises without permission then staff have been informed never to chase after a child. However, a member of staff may follow a child and encourage them to think about what they have done in a calm and reassuring manner. If this is unsuccessful, and the child does not return to school, the incident should be reported immediately to the office. Parents should be informed immediately and in extreme cases the police are contacted.

4. Managing Disclosures of Abuse Recording Information

4.1 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 brief notes at the time or immediately afterwards, which records the date, time, place and context of the disclosure or concern, and records what has actually been said, not assumption or interpretation. Notes must be signed and dated;
- **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;
- **INFORM - THE DESIGNATED SAFEGUARDING LEAD MUST BE INFORMED IMMEDIATELY AFTER THE DISCLOSURE.**

If a disclosure is made the member of staff or volunteer should:

4.2. Safeguarding – Cause for Concern

All concerns must be reported using the CPOMS Safeguarding tool. All entries **MUST** include:

- Name of pupil
- Tag students linked to the child
- Date
- Time
- Description of concerns (Note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into “proper terms”)
- Record observed physical injuries in the body map

- What action was taken
- Outcomes
- Name of person taking the disclosure.
- Appreciate that their records may be used in criminal proceedings.
- **STAFF MUST TAG THE SAFEGUARDING TEAM TO ENABLE THEM TO SEE THE INCIDENT. IF A DISCLOSURE IS MADE STAFF MUST INFORM A MEMBER OF THE SAFEGUARDING TEAM IMMEDIATELY.** They will then decide if immediate action should be taken. This may result in a referral being made to the central duty team via telephone and then followed up in writing.
- Any other welfare concerns should be recorded in CPOMS. The Safeguarding team monitors the incidents daily to ensure any issues are followed up. Any **serious concerns** are passed **immediately** to the Designated Safeguarding Lead or a member of the SLT (as above).
- All safeguarding paper records are kept in secure locked filing cabinet in a locked cupboard.

Staff/volunteers should:

- Make brief notes at the time or immediately afterwards, which records the date, time, place and context of the disclosure or concern, and records what has actually been said, not assumption or interpretation. Notes must be signed and dated.
- Clearly distinguish between fact, observation, allegation and opinion.
- Record observed injuries and bruises on a body map.
- Note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into “proper terms”).
- Complete an incident referral on the CPOMS safeguarding system.
- Appreciate that their records may be used in criminal proceedings.

If a disclosure is made the member of staff or volunteer should:

- Allow the pace of the conversation to be dictated by the student.
- Ask neutral questions which encourage the student to talk such as “can you tell me what happened?”
- Accept what the student says and do not ask for further detail.
- Acknowledge how hard it was for them to tell you.
- Reassure the student that they have done the right thing, explain whom you will have to tell (the designated Child Protection Officer) and why.

The member of staff or volunteer should not:

- Burden the student with guilt by asking questions such as “why didn’t you tell me before?”
- Interrogate or pressure the student to provide information.
- Ask any questions that start with the words, how, what, when, where and why.
- Undress the child or examine clothed parts of the child’s body in an attempt to determine the nature of any such injuries/neglect.
- Criticise the perpetrator, this may be someone they love.
- Promise confidentiality.
- Make promises that they cannot keep such as “I’ll stay with you all the time” or “it will be alright now”.
- If a child confides in a member of staff or volunteer and requests that the information is kept secret, staff/volunteers must not make promises about confidentiality. Staff must tell the pupil sensitively that they have a responsibility to tell the named Designated Person so that the child can be helped to stay safe and feel better.

4.3. The Role of the Designated Safeguarding Lead

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 Designated Safeguarding Lead.

The Designated Safeguarding Lead (Mrs Sally Chaytor) is 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 staff/volunteers.

The Designated Safeguarding Lead, after receiving a referral, will work with the Headteacher to refer concerns or allegations of harm to Local Authority Children's Social Care 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 respect 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 Local Authority EHaSH team, or Locality POD if Children's Social Care is already involved, whose duty it is to make enquiries in accordance with Section 47 of the Children Act 1989.

4.4. Seeking Consent for a Referral

Professionals should seek in general to discuss any concerns with the family (including the child where appropriate) and where possible seek their agreement to making referrals to the Local Authority 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.

So, in general where concerns about a child relate to Section 17 children 'in need' (Children Act 1989) consent should be sought from the parents, carer or children where appropriate prior to a referral being made to the Local Authority Access and Assessment 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 the child may not agree to information being shared, but this should not prevent referrals where child protection concerns persist. The reasons for dispensing with consent from the parents, carer or child should be clearly recorded.

In cases where an allegation has been made against a family member living in the same household as the child and it is your view that discussing the matter with the parent would place the child at risk of harm, or where discussing it may place a member of staff/volunteer at risk, consent does not have to be sought prior to the referral being made.

If you are unsure about whether to seek parental consent prior to a referral being made, then seek advice from the duty social worker at EHaSH or the relevant Locality POD/Team.

4.5. Reporting Concerns or Allegations of Abuse

A member of staff or volunteer must report any concerns or allegation of harm immediately to the designated Designated Safeguarding Lead. In the absence of the Designated Safeguarding Lead the matter should be reported to the Headteacher. In the event of neither of these individuals being available the matter should be reported through the line management. In the unlikely event of management not being available the matter should be reported directly to the appropriate Local Authority Social Care Team or Police. In the case of it being out of hours the Emergency Duty Team should be contacted (SEE CONTACT DETAILS: page 21).

4.6. Making a Referral

Referrals of all children in need, including those where there are child protection concerns will be made to:

Hull - To Children's Social Care (448879) – EHaSH Team or Police Protecting Vulnerable People Unit

East Riding – By telephoning the Call Centre/Children's Social Care or Police Family Protection Team

Out of Hours – To the relevant Emergency Duty Team

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

The Designated Safeguarding Lead should make the referral as appropriate. 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, and 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 is suffering or is at risk of suffering significant harm, who is the source of that harm and their current whereabouts?

4.7. Role of the Governing Body

The Governing Body is accountable for ensuring the school has effective Child Protection policies and procedures in place. These are in accordance with LA guidance and locally agreed inter-agency procedures and available to all school personnel, parents and carers on request.

The Governing Body will also ensure that the school:

- Operates safe recruitment procedures by making sure all appropriate checks are carried out on new staff, volunteers and parents/carers who work with children;
- Keeps and maintains a Single Central Record of all staff checks (including volunteers and supply staff);
- Has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance issued by the DfE, LA and Hull Safeguarding Children Partnership;
- Has a member of the Governing Body (usually Chair) with the responsibility for liaising with the LA and partner agencies in the event of an allegation of abuse being made against the Headteacher;
- At least one member of the Governing Body has attended the Safer Recruitment Training.
- The Governing Body will review all policies and procedures in relation to safeguarding on an annual basis.

5. Staff/adults in school

5.1. Allegations against Staff Members/Volunteers/Contractors (see Allegations of Abuse Against Staff policy) Any member of staff or volunteer who has concerns about the behaviour or conduct of another individual working within the group or organisation will report the nature of the allegation

or concern to the Headteacher immediately. The member of staff who has a concern or to whom an allegation or concern is reported should not question the child or investigate the matter further. The Headteacher will report the matter to the Local Authority Designated Officer (LADO).

In the case that the concern or allegation relates to the Headteacher, the Designated Safeguarding Lead or a member of the school leadership team, the Chair of Governors should be contacted. The Chair of Governors will report the matter to the Local Authority Designated Officer.

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 may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Responding to a complaint or an allegation

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

- Treat the matter seriously;
- Avoid asking leading questions and keep an open mind;
- Communicate with the child (if the complainant) in a way that is appropriate to the child's age, understanding and preferred language or communication style;
- Make a written record of the information (where possible in the words a child used), including:
- 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 Local Authority Designated Officer directly.

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

Rokeby Park Primary adheres to the Department for Education, Keeping Children Safe in Education, 2020.

Allegations against supply staff

Where an allegation is made against a supply member of staff, the Headteacher will immediately contact both the agency concerned and the Local Authority Designated Officer. The school will continue to support any investigation that is required.

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 i.e. social networking sites, speaking to the press, playground or staff room gossip etc. In cases where there is an immediate risk to any child or young person, the information must be passed to Local Authority Children's Social Care or the Police, as soon as possible.

5.2. Staff and Volunteer Self Protection (see Guidance for safer working practice for those working with children and young people in education settings)

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 Staff Code of Conduct and Behaviour Policy should be adhered to: These could include:

- To avoid situations where a staff member or volunteer is on their own with a child without another staff member being aware of it and being nearby;
- In the event of an injury to a child, accidental or not, ensure that it is recorded and witnessed by another adult (preferably SLT) in the school's accident book which is kept in the office;
- Keep written records of any allegations a child makes against staff and volunteers and report in line with this policy;
- If a child or young person touches a staff member or volunteer inappropriately record what happened immediately and inform the Designated Safeguarding Lead;
- Adhere to Rokeby Park Primary School's policy on Behaviour Management.

5.3. Code of Practice

Staff / Volunteers / children should always:

- Take all allegations, suspicions or concerns about abuse that a young person makes seriously (including those made against other staff and colleagues) and report them through the procedures;
- Provide an opportunity and environment for children to talk to others about concerns they may have;
- Provide an environment that encourages children and adults to feel comfortable and confident in challenging attitudes and behaviours that may discriminate others;
- Risk assess situations and activities to ensure all potential dangers have been identified;
- Treat everyone with dignity and respect.

Staff / volunteers / children should not:

- Permit or accept abusive or discriminatory behaviour;
- Engage in inappropriate behaviour or contact both inside and outside school (**includes initiating contact**);
- Use inappropriate or insulting language;
- Show favouritism to anyone; □ Undermine or criticise others;
- Give personal money.
- Use social networks for personal communication with children and young people for whom they are responsible.

5.4. Recruitment and Selection (see Safer recruitment policy)

It is important when recruiting paid staff and volunteers to adhere to the staff recruitment policy. This will ensure potential staff and volunteers are screened for their suitability to work with children and young people. The Headteacher and some governors have undertaken training on Safer Recruitment. Rokeby Park Primary School adheres to the national guidance *Keeping Children Safe in Education*. We ensure that:

- All paid staff and volunteers with access to children and young people or sensitive information relating to children will be required to undertake an enhanced DBS check.
- Staff and volunteers working directly with children or with access to sensitive information will be required to complete LSCB Child Protection Training. Their training will be reviewed in supervision.
- All staff and volunteers will be required to read the Safeguarding and Child Protection Policy and Part 1 of Keeping Children Safe in Education. This will be reviewed to ensure up to date knowledge.
- All staff and volunteers to complete an application form, including details of previous employment, details of any conviction for criminal offences (including spent convictions under the Rehabilitation of Offenders Act 1974), agreement for an enhanced DBS check, permission to contact two referees, including their current or most recent employer (which should be taken up).
- The potential staff member will be interviewed for their suitability for the post. Volunteers are interviewed by the Headteacher before being offered a placement in the school.
- Some staff and volunteers will be subject to a probationary period (3 – 6 months) during which they will be supervised and monthly meetings will take place with their manager / supervisor to identify any concerns, training and support needs. Outcomes of these meetings are reported back to the Headteacher.
- Staff and volunteers will have a period of induction where they will complete the school induction training and access internal policies.
- Work experience pupils who are below the age of 18 are not vetted but they will be interviewed to establish their motivation to work in a school and the school will work closely with the secondary school that placed them.

Childcare Disqualification Requirements 2009

Rokeby Park Primary 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. Rokeby Park Primary will not continue to employ an individual who is disqualified, in connection with early or later year's childcare provision, nor will a disqualified individual provide or be directly concerned in the management of such provision unless they have received a waiver from Ofsted which covers the role that they wish to undertake. However, this does not imply that individuals are prevented from working in a school in any other setting.

Disclosure and Barring Service

A person who is barred from working with children will be breaking the law if they work or volunteer, or try to work or volunteer with those groups. If Rokeby Park Primary 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, Rokeby Park Primary will notify the DBS.

5.5. Induction (see Induction Policy)

When new staff join the school, they are informed of the safeguarding arrangements in place. They are given a copy of the School's Safeguarding and Child Protection Policy and told the name of the Designated Safeguarding Lead.

Every new member of staff undertakes an induction period that will include essential safeguarding information featuring details relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record information and the issue of confidentiality. The induction will also remind staff of their responsibility to safeguard all children in our school and the remit of the role of the Designated Safeguarding Lead. Newly appointed staff are assigned a mentor for the induction period. It is the responsibility of the mentors to familiarise new staff with procedures and policy, which affect the health and safety of all at school but especially the children.

5.6. Induction of volunteers

For contact with children, when children may be left alone with an adult, or when an adult visitor may be in and around the school building a full DBS search will be conducted. The Trust Human Resources Department organises all DBS checks. Visitors who do not yet have clearance will under no circumstance be left alone with a child or group of children. All volunteers and temporary staff in our school will be provided with the same level of information in relation to safeguarding.

5.7. Welcoming visitors

It is assumed that visitors with a professional role i.e. the School Nurse or members of the Police already have relevant clearance but the office will endeavour to check this before admittance is granted and a note made of anyone entering without clearance. All new visitors to the school will also be asked to produce proof of their identity. All visitors in our school will be provided with the same level of information in relation to safeguarding as staff.

5.8. Training of Staff

The Designated Safeguarding Lead undertakes specific inter-agency training on appointment which enables them to work in partnership with other agencies and gives them the knowledge and skills needed to fulfil their role. In order to maintain their knowledge and skills, the Designated Safeguarding Lead will renew their training every two years.

All staff have basic Level 1 child protection training that equips them to recognise and respond to child welfare concerns, which is refreshed every 3 years in accordance with the HSCB prescribed timescales.

The school maintains a record of child protection training, which includes teaching and non-teaching staff. All staff members undertake appropriate refresher training every three years.

Our Governing Body will also undertake appropriate training to ensure they are able to carry out their duties to safeguard pupils and staff at our school.

5.9. The Design of the Curriculum

The curriculum delivered through Jigsaw deals with safeguarding in two ways.

Firstly, the curriculum, in subjects such as online safety and Personal, Social and Health Education (PSHE) discusses relevant issues with the children. Topics include such themes as Drugs, Sex and Relationships and Stranger Danger. Children are encouraged to explore and discuss these issues.

Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE, internet use and Design and Technology. At all times there has to be appropriate staffing levels and when the curriculum is taken out of school appropriate and agreed pupil/adult ratios are maintained. The lead adult always assesses visits as to the level of risk and all trips are finally authorised by the Headteacher using the Evolve website. Visiting speakers, with correct clearance, are always welcome into school so that they can give specialist knowledge to the children.

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

Safeguarding curriculum

Our pupils are taught about safeguarding, including online safety, through various teaching and learning opportunities, as part of a broad and balanced curriculum. We use different aspects of the curriculum, such as PSHE, ICT, SMSC, and with effect from September 2020, Relationships and Health Education to educate pupils on how to keep themselves safe, build their resilience, plus manage risk. Opportunities are provided for pupils to develop the skills and strategies they need to stay safe from abuse, including age appropriate discussions about healthy relationships, their bodies and being able to say no to requests that they do not want to carry out. Clear advice and guidance is built into the curriculum to ensure that pupils understand that there is a range of contacts they can turn to for advice and support and that they know where and how to report abuse.

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our

Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

5.10 Whistleblowing

If members of staff ever have any concerns about the behaviour or intentions of any person within the building, school grounds or within proximity of children, they have a professional duty to inform the management accordingly. This can be done in writing or verbally but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality. The Constellation Trust has a Whistleblowing policy. 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 INFORMATION

Hull

<u>Children's Social Care (Local Authority) EHaSH Team</u>	(01482) 448879
Emergency Duty Team	(01482) 788080
<u>Child Protection Administrator</u>	(01482) 790933
<u>Local Authority Designated Officer</u>	(01482) 790933
<u>Police Public Protection Unit</u>	(01482) 307220

East Riding of Yorkshire

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

Chair of Governors: David Shepherd (01482) 508915

Designated Safeguarding Lead: Sally Chaytor (01482) 508915
Safeguarding Deputy: Amy Gawthorpe (01482) 508915

Review

This policy will be reviewed annually.

Reviewed: September 2021

Next review date: September 2022