

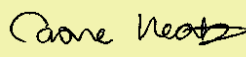
Withernsea High School

Official Policy



Safeguarding in Education

Strategic Child Protection and Safeguarding Policy

Author:	Mr M Crofts / Mrs C Tomes	
Date ratified:	Autumn 2024	
Governor Committee:	Curriculum Committee	
Approved by:	Mrs C Heaton Chair of Governors	Signature: 
Review due:	Autumn 2025	

Hard copies of all policies are available free of charge, upon request. Please contact the school office to order copies.

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Inspiring confident young people to thrive in a changing world

WITHERNSEA HIGH SCHOOL

Strategic Child Protection and Safeguarding Policy September 2024

This policy should be read in conjunction with:

- School Safeguarding Whistle Blowing guidance
- Annual Safeguarding / Child protection report to governors
- Keeping Children Safe in Education Part One and Annex A – Statutory Guidance Sept 2024
- School Staff Code of Conduct
- Inspecting Safeguarding in Early years, Education and Skills Settings Ofsted Aug 2019
- Safeguarding in Education CP procedures – Staff Reference Guide

For the purpose of this policy:

- **'Staff'** refers to all paid adults, volunteers or students on placement, working in any capacity in the school or in activities organised by the school, which brings them into contact with pupils of the school.
 - **DSL** Designated Safeguarding Lead*
 - **DDSL** Deputy DSL
 - **DSG** Designated Safeguarding Governor
 - **LADO** Local Authority Designated Officer
 - **ERSCP** **East Riding Safeguarding Children Partnership**
 - **CST** Locality Children Safeguarding Teams
 - **SaPH** Safeguarding & Partnership Hub (Formally EHASH)
 - **EHLH** Early Help Locality Hub
 - **DBS** Disclosure and Barring Service (Formally CRB)
 - **KCSiE** Keeping Children Safe in Education **2024** Statutory Guidance
 - **EWO/S** Education Welfare Officer/Service
 - **YFS** Youth and Family Support
 - **MHEW Team** Mental Health
 - **Child Protection** Refers to the multi-agency arrangements to identify and protect children who are, or may be, at risk of Significant Harm
 - **Safeguarding** Refers to the protection, safety, and promotion of the welfare of all pupils including when in offsite provision or activities and using IT. This includes the building of resilience and awareness of risk through the formal and informal curriculum.
- See Ofsted definition and scope of Safeguarding (Appendix M)
- **Child** Any pupil under the age of 18 is legally a child.
 - **Pupils 18 or over** If there is a concern about the welfare of a pupil aged 18+ DSL's are advised to seek advice in the same way as with children e.g. SaPH may sign post to Adult Services or refer to YFS. See also sec 22 in respect of staff pupil relationships.

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Withernsea High School Child Protection and Safeguarding

Advice and contact list September 2024

(For notice board display. This list should be made available to all staff)

Role / Agency	Name and role	Contact details
*School Designated Safeguarding Lead	Claire Tomes	01964611530 Mobile No. 07854918782 tomescl@wscampus.net
*Deputy DSL	Mark Crofts Head teacher	01964 611509 croftsm@wscampus.net
Designated Safeguarding Governor	Caroline Heaton	01964 611502
Chair of Governors	Caroline Heaton	01964 611502
Looked After Children Designated Teacher	Jon Beattie	01964 613133
E Safety Coordinator		01964 613133
Safeguarding & Partnership Hub	CP initial referral Support and Advice: Intensive & Specialist Safeguarding support 1. Urgent CP concerns 2. Consultation with social worker	Mon to Thu 8:30am – 5:00pm Fri 8:30am – 4:30pm 01482-395500 <u>Request for Service forms to:</u> Safeguardingchildrenshub@eastriding.gov.uk 01482 393939
Out of Hours		
Early Help Locality Hub	Early Help – Additional support for Children and families, initial consultation.	Consultation 01482 391700 <i>All Request for Service to be sent to</i> ehp.hub@eastriding.gov.uk
Local ER Children Safeguarding Team	South Holderness Children Safeguarding Team. Beverley	01482 880066
Local ER Children Safeguarding Team Manager	Cara Grainger Lindsay Sewell	01482-887700
ER School Safeguarding Adviser	Information not yet available	
Safeguarding in Education Team Manager	Chris Hamling General strategic and operational School Safeguarding CP advice	<u>Chris.hamling@eastriding.gov.uk</u> 01482 392251 safeguardingineducation@eastriding.gov.uk
ERYC LADO	Jayne Hammill Lisa Dossor referral of possible allegations against staff and volunteers.	LADO@eastriding.gov.uk
School critical incident and Educational Visits Emergencies (not Child Protection)	24 hour Guidance and support	01482- 392999
Humberside Police	ER Protecting Vulnerable People Unit	01482 220809
ER Safeguarding Children Partnership	General strategic and operational Safeguarding and CP advice	01482 396994 Ersdp.enquiries@eastriding.gov.uk
Humberside Police	Hate Crime/Incident reporting ER Protecting Vulnerable People Unit	101 https://www.reportingcrime.uk/HPhatecrime/ 01482 220809
Hull	Children's Social Care	01482-448879 EDT 01482-788080
North Yorks North Lincs North East Lincs		0845- 034941 EDT 01482 300 304 01724-296500 01472-325555
Prevent Referral	Humberside Police ERYC	101 <u>prevent@humberside.pnn.police.uk</u> prevent@eastriding.gov.uk

1a. Introduction

Withernsea High School has a well-developed system for the reporting and recording of Child Protection concerns about individual, family, or groups of vulnerable pupils. At the time of this policy review the school is supporting children who are subject to CP Child in Need plans and LA support. Support is in place for Looked After Children from more than one LA. There is appropriate expertise within the school to support the LA EHA process which if appropriate is led by the school or supported by the school.

There is a planned Safeguarding element to the PSHE formal curriculum which is designed to build resilience and awareness of how pupils can keep themselves safe and this is supported by the LA and other agencies and services. In addition, the school has responded to emerging concerns within the locality such as rail track safety and more general issues such as the use of 'Legal Highs' and healthy relationships.

Core Principles

- Our School Community fully recognises our responsibility to safeguard and promote the welfare of all of our pupils.
- We believe that not only is this a moral and statutory responsibility, but we know that children who feel safe and secure at school are more likely to achieve their full potential.
- We understand that the standards for positive and appropriate behaviour and mutual respect are set by example by our staff.
- Vulnerable children and those with additional needs are supported.
- We accept and carry out our responsibility to act on any suspicion, disclosure, or belief that a child is suffering or at risk of suffering harm.

1. Related legislation and guidance

- 1) Working Together to Safeguard Children (**December 2023**).
- 2) Keeping Children Safe in Education (KCSiE) (DfE September **2024**) includes Safer Recruitment and Managing Allegations against Staff.
- 3) ER LA Safer Recruitment Guidance.
- 4) Reasonable Force (DfE July **2013**).
- 5) Searching, Screening and Confiscation (DfE September 2022).
- 6) Safer working Practice for Adults who work with Children and Young People in Education Settings (February 2022 Safe Recruitment Consortium).
- 7) ERSCP / ERLA School Staff Code of Conduct (Sept **2024**).
- 8) Information sharing Advice for practitioners providing safeguarding services to children (HM Govt **2024**).
- 9) School Whistle Blowing (Safeguarding) and Allegation procedures (Sept **2024**).
- 10) ERSCP – Guidance and Procedures.
- 11) Inspecting safeguarding in early years, education, and skills settings (**April 2024**).
- 12) The Prevent Duty -advice for schools and childcare providers (DfE 2015).
- 13) Female Genital Mutilation: Multi-Agency Practice Guidelines (HM Govt July 2020)
- 14) What to do if you are worried a child is being abused (HM Govt March 2015).
- 15) School Attendance – Guidance for maintained schools, academies, independent schools and LAs (DfE May 2022).
- 16) Exclusion from maintained schools, Academies, and pupil referral units in England (DfE September 2022).
- 17) LA Education Visit Guidance and Procedures.
- 18) Safeguarding in Education CP procedures – Staff Reference Guide **ERSCP**.
- 19) Keeping Children safe during community activities, afterschool clubs and tuition: non statutory guidance for providers running out of school settings (DfE April 2022)
- 20) Meeting digital and technology standards in schools and colleges (DfE March 2023)

2. Other Safeguarding related policies

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

- Behaviour and Anti-Bullying policy
- **Attendance Policy**
- Safe Handling policy
- Special Educational Needs policy
- Educational Visits policy
- Health and Safety policy
- Sex and Relationships Education policy
- E-Safety policy/Filtering and Monitoring
- Allegation and Whistle Blowing guidance
- Safe and Appropriate Working / Code of Conduct
- Safer Recruitment
- Site Security
- **Data Protection**

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. *See Ofsted Definition and Scope of Safeguarding (Appendix M)*

3. The policy

There are four main elements to our Child and Protection Safeguarding Policy:

- **Prevention** (e.g. positive school atmosphere, pastoral support to pupils, the SMSC and **RSHE** elements in the formal and informal curriculum, safer recruitment procedures and safe and appropriate working practice by staff. Wider safeguarding policies and procedures in place to establish and maintain a safe and secure school environment)
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection and other safeguarding concerns and that there are clear systems of internal information sharing and record keeping). **To ensure our pupils know what unacceptable behaviour is, in relation to sexual violence and sexual harassment and feel confident to report and that action will be taken, and they will be supported.**
- **Support** (to all pupils and school staff and to children who may have been abused, neglected, exploited or are in other ways vulnerable).
- **Collaboration** with children and Young People, parents and other agencies to promote Safeguarding and Wellbeing for all of our children and Young People.

This policy applies to all staff, governors, and visitors to the school. We recognise that Child Protection and Safeguarding are 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.

4. School commitment

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

Our school will therefore:

- Establish and maintain an ethos where pupils feel secure and are encouraged to talk and are listened to.
- Ensure that pupils 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 and an awareness of possible grooming or influence by violent extremist ideas and the dangers and consequences in engaging in inappropriate behaviour online.
- Ensure that all forms of bullying and harassment including allegations of child-on-child abuse, sexual violence and sexual harassment, transphobia, hate incidents and online bullying and abusive behaviour are dealt with appropriately.
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- Ensure that staff understand when to make referrals to the DSL when there are indicators or concerns of possible Neglect, Sexual, Physical or Emotional harm and indicators of possible Child Sexual Exploitation, Female Genital Mutilation, Radicalisation, School attendance concerns, Child-on-Child Sexual Violence and Sexual Harassment and Forced Marriage and that they have access to additional advice and support.
- 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. They are aware that they are in a Position of Trust and what the implications are of that for their working practice and out of school conduct and that their conduct towards pupils must remain beyond reasonable reproach.
- Fulfil the 'Duty of Care' towards staff by providing appropriate safeguarding guidance, induction and continuing training and support as required by KCSiE 2024

5. Multi Agency Safeguarding arrangements

As a 'Relevant Agency' (Working together to Safeguard Children 2023), the school recognises its statutory duty to co-operate with the East Riding Safeguarding Partnership arrangements. The school understands and supports the ERSCP expectation of active engagement with the partnership, appropriate sharing of information and contributing to interagency plans, early help and support for children subject to Child Protection Plans. We understand and support the partnership arrangements for the auditing and assurance of our school's Child Protection and Safeguarding arrangements.

We are therefore committed to initiating where appropriate and supporting other professional initiated inter-agency work such as:

- Early Help Plans & Team Around the Family meetings (TAF).
- CP Case Conferences, core groups and other multi-agency meetings.
- Joint working with EWS.
- Health & CAMHS intervention & assessment.

We also work in partnership with Humberside Police as part of the Domestic Abuse alert system Operation Encompass and work with SiET to support Humberside Police Pitstop meetings.

School will support ERSCP arrangements for the auditing and assurance of our Child Protection & Safeguarding arrangements.

Whilst observing the requirements of KCSiE 2024 (especially Paragraph 301 in relation to 'assurance') access for relevant professionals (e.g. Social Worker, Educational Psychologist etc.) will be facilitated and where appropriate, from a placing Local Authority.

Where there is a need for detention, treatment and questioning by police officers, the Headteacher and DSL are aware of the requirement for children to have an Appropriate Adult (PACE Code C 2019) and will respond to concerns in line with the school 'Searching, Screening and Confiscation' policy and/or behaviour policy, which is informed by the DfE 'Searching, screening and confiscation at school' guidance.

6. Confidentiality

We recognise that all matters relating to Child Protection are highly confidential and the DSLs will share that information on a **'need to know, what and when' basis. In line with this, records will be stored securely with restricted access to only relevant staff.**

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 verbal discussion in any media including Social Networking sites.

Staff are also aware that such breaches of confidentiality and data protection may result in disciplinary action and risks bringing the school into disrepute and in specific circumstances place children at risk. All staff are aware they cannot promise a child that they will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child.

7.1 Roles and responsibilities, Early Help and Contextual Safeguarding

All staff have received and had time allocated to read and have the opportunity to seek advice or clarification about the current:

- Keeping Children Safe in Education – Part 1 information for all School and College staff.
- School Staff Code of Conduct.
- Staff Child protection Policy and Procedures.
- School Behaviour and Attendance Policies – and understand the safeguarding context of both
- Whistle Blowing procedures
- The role and identity of the DSL, DDSL, and DSG

All staff have access to the current:

- Keeping Children Safe in Education Full guidance
- School Strategic Child Protection and Safeguarding Policy
- What to Do if you are worried a child is being abused
- The school safeguarding whistle blowing guidance.

7.2 All adults in school understand that they have a professional, moral, and legal responsibility to safeguard and promote the welfare of children. This includes a responsibility to be alert to possible abuse, neglect, exploitation, and violent extremist radicalisation and to record and report concerns to staff identified with child protection responsibilities within the school.

All members of staff have a responsibility to:

- provide a safe environment in which children can learn.
- be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
- know what to do if a child tells them that they are being abused, neglected, or exploited and understand the impact abuse and neglect can have upon a child.

- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Be prepared to identify children who may benefit from early help.
- Understand the early help process and their role in it.
- Understand the School/College safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated.
- Be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know how to maintain an appropriate level of confidentiality.
- Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
- Act in line with Teachers' Standards 2012 which state that teachers (including headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- To know how to report safeguarding and technical concerns, in relation to Online Safety and Filtering and Monitoring, such as, if:
 - They witness or suspect unsuitable material has been accessed
 - They are able to access unsuitable material
 - They are teaching topics that could create unusual activity on the filtering logs
 - There is failure in the software or abuse of the system
 - There are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
 - They notice abbreviations or misspellings that allow access to restricted material

7.3 Early Help

Local ERSCP procedures will be followed, if it is felt that a child or family may require additional support that cannot be provided by the universal services available in or to the school. In such cases consent from parent / carers will be sought for a contact to be made to the Early Help and Prevention Hub in whose area the child or family live.

If after discussion with parents/carers and with their consent it is thought that additional support may be appropriate, the school will submit a 'Request for Service' from to the Early Help and Prevention Hub. This may be on the back of a consultation with staff in the Early Help and Prevention Hub.

School will hear back from the Early Help and Prevention Hub (within 48 hours - Monday to Friday) as to their decision.

If a service is to be provided, the school will become a vital member of a TAF meeting and professionals will work together with the family to complete an 'Early Help Assessment'. The school will follow the local guidance in relation to completing Early Help Assessments:

<https://www.eastriding.gov.uk/council/working-with-our-partners/caring-for-children/early-help-assessment/>

If the DSL believes that the child may be a 'Child in Need' or a child in need of protection, then the DSL will consider if a consultation with SaPH is required to discuss their concerns.

All staff are particularly alert to the potential need for Early Help for children at risk as in 7.1 and also a child who:

- Is disabled and has specific additional needs.
- Has special educational needs (whether or not they have an EHCP).
- Is a young carer.
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Is frequently missing/goes missing from care or from home.
- Is misusing drugs or alcohol themselves.
- Is at risk of modern slavery, trafficking, or exploitation.
- Is missing from education

- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- Has returned home to their family from care.
- Is showing early signs of abuse and/or neglect.
- Is at risk of being radicalised or exploited
- Is a privately fostered child.
- Is engaging in consensual and non-consensual sharing of sexual imagery and /or videos.
- Is displaying mental health difficulties

7.4 This responsibility is outlined in KCSiE 2024 which refers to the following:

- Sec 175 and 157 Education Act 2002
- Working Together to Safeguard Children 2018
- Teacher Standards December 2021
- The Prevent Duty Guidance 2015
- Serious Crime Act 2015 (FGM and 'Honour' violence).

7.5 The **School DSL/ Deputy DSL***

The DSL or Dep DSL (or another appropriately trained senior member of staff) will be available on site when the school is open to advise staff or respond to urgent Child Protection matters.

The DSL and Deputy DSL are 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 including the involvement in Early Help Assessments and plans
- Obtaining, maintaining, and transferring CP records for individual pupils and liaising with previous and receiving schools
- Ensuring the preparation of appropriate reports for and attendance at Case Conferences, Core Groups and other multi agency meetings
- Arranging appropriate induction and continuing training for all staff
- Liaising with the Headteacher and Designated Child Protection/ Safeguarding Governor
- Encouraging a culture in staff of listening to pupils and taking account of their wishes and feelings and supporting measures and plans put in place to support or protect them.
- Ensuring that any educational or safeguarding assessments of children consider the **wider contextual environmental factors** present in the child's life outside the school or family and inform the development of support for learning, attendance, behaviour and EMH

The DSL must keep individual members of staff appropriately aware of the actions taken in response to concerns that they have referred to the DSL. If the member of staff feels that the actions taken are inappropriate, ineffective or that the situation of concern is continuing they should raise concerns with the DSL or Senior Member of staff and press for reconsideration or discussion. If there is still a concern by the member of staff or they feel the situation is urgent they can refer to Children's Social Care or the LADO.

* For detailed Role of the Designated Safeguarding Lead see annex B KCSiE 2024

7.6 **Management and leadership by the Headteacher and Governors** ensures that the time, resources, and training are adequate to ensure that the DSL responsibilities, as outlined in KCSiE, are carried out and that all strategic Child Protection and safeguarding arrangements are in place and effective.

7.7 The Governing Body has the responsibility to monitor and ensure that all CP arrangements, procedures, policies, and training are in place and effective. Safeguarding is an agenda item on every full governing body meeting, and any relevant reports on the working of the CP policy are reported to governors in this way.

The Governing Body fully recognises its responsibilities with regard to Child Protection and to safeguarding and promoting the welfare of children as outlined in Section 2 of KCSiE 2024

The Governing Body will:

- Designate a governor (DSG) for Child Protection and Safeguarding who will monitor the school's Child Protection policy in operation, training and procedures and report to the full Governing Body.
- Ensure a written report is presented to each Governing Body meeting on the Child Protection/safeguarding work of the school and that the previous school year annual report is presented to the Autumn Term meeting.
- Ensure that the annual report is forwarded to the ERSCP.
- Ensure that this policy is revised and updated annually and in doing so will seek the views of parents and pupils and the views and experience of staff.
- Remedy any identified weaknesses in the policy or application of the policy immediately.
- **Designate a Governor with oversight on the school's filtering and monitoring system.**
- Ensure all governors Complete ERSCP online Child Protection training.
- Make opportunities available for Governors to complete ERSCP:
 - Safer Recruitment training
 - Governor's Safeguarding Roles and Responsibilities training

The DSG acts as a 'Champion' for Child Protection and liaises with the Head and DSL in order to report to and update and advise the full Governing Body on the strategic and operational aspects of safeguarding.

Governors will not normally have access to details of individual Child Protection Cases and understand the requirement for confidentiality.

8.0 Records and monitoring

Withernsea High School is now using a commercial e system, CPOMS. New staff will receive training on this system as part of their induction. Concerns can still be recorded on the Record of Concern sheet if CPOMS is unavailable.

1. It is essential to keep detailed, accurate and accessible records in order to protect children effectively. All staff are made aware of the need to record, and report concerns about a child or children within our school. At all times Information Sharing Guidance and GDPR will be followed.
2. All staff should record such concerns or disclosures on a 'Record of Concern' sheet (App B) and if needed a Body Map (App C) or record concerns on the CPOM system when they have received appropriate training.
3. The DSL is responsible for such records and for deciding at what point these records should be shared with, or transferred to other agencies or schools, in consultation with the Headteacher or appropriate Senior Manager.
4. **Each individual Child's account on CPOMS or official documentation will detail and reference any concerns, contact with parents and other agencies, information shared, case conferences and other meetings or events. Any subsequent actions will be recorded clearly as part of the chronology. The file will also contain all other relevant information but be separate from the child's other school records.**

5. Separate child or if appropriate, family CP files (**hard copy**) are stored in a locked and secure location in the **DSL's** office. Only the DSLs, Headteacher and other appropriate Senior or Pastoral Staff have access to these files.
6. The information in these files may be shared with other agencies as appropriate and in some cases used as evidence by other agencies in line with current Information Sharing guidance and GDPR.
7. Only factual verified information is recorded as such. Information 'reported' by outside individuals is clearly indicated.
8. Parents may request to read their child's file under Subject Access Request or GDPR. School will seek advice from the LA 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 that will need to be redacted.
9. The DSL will decide what information needs to be shared within school 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 that there are concerns or at the least that individual children are being monitored.
10. Child protection records are reviewed each term to check whether any action, advice or updating is needed.

8.1 Transferring and retaining Records

Records are transferred to receiving schools when children transfer at normal phase transition and at any other time, including the FE or other settings before the age of 18. All child protection records will be transferred in accordance with data protection legislation to the child's subsequent School/College, under confidential and separate cover as soon as possible; within 5 days for an in-year transfer or within the first 5 days of the start of a new term. Child protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained

Copies of records will be made if siblings attend the school, and the records are relevant to them.

When children transfer schools at normal phase transition Child Protection and other safeguarding concerns will be discussed between DSL and the appropriate pastoral staff or DSL at the receiving school.

Records are sent or if possible, handed to the receiving school separately from other records and marked 'Private and Confidential for the attention of the DSL'.

If sending by post records will sealed in an envelope and marked as above and sealed in an addressed envelope before sending by recorded delivery.

If the receiving school has access to CPOMS, the child's file will be sent electronically. A copy is retained.

Written receipt of records will be obtained from the receiving school.

When admitting children at times other than the normal phase transition, checks with the previous school will be made to establish if there is Child Protection information in respect of the child or children.

The current early years, education or skills setting is regarded as the 'Custodian of the records'. Records should be retained by the setting they attended at 18 up to the 25th birthday of the pupil and then destroyed at the earliest convenience.

9. Concerns

9.1 Recognising concerns

School staff are particularly well placed to observe, and should be alert to, outward signs of abuse or risk-taking behaviour, changes in behaviour or poor or irregular attendance. Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs (whether or not they have an EHCP);
- Is a young carer;
- Is showing signs of being drawn into anti-social or criminal behaviour;
- Is frequently missing/goes missing from care or from home;
- Is misusing drugs or alcohol themselves;
- Is missing from education
- Is at risk of modern slavery, trafficking or exploitation;
- Is in a family circumstance presenting challenges such as substance abuse, adult mental health issues or domestic abuse;
- Has returned to their family from care;
- Is at risk of being radicalised;
- Is a privately fostered child.
- Is engaged in consensual and non-consensual sharing of sexual imagery and/or videos
- Is displaying mental health difficulties

The DSL and Safeguarding Governor ensure that all staff have received and been given the time to read KCSiE part One and Annex A and have access to the full guidance and *'What to do if you are worried a child is being abused'* Mar 15, which contain detailed information about forms of abuse and related issues.

9.2 Contextual Safeguarding

All staff will be made aware of the need to consider that wider aspects of the child's life beyond the family situation may result in a context to their experiences that places their safety and welfare at risk

9.3 Sexual, Physical, Emotional Abuse and Neglect

All staff are aware of the indicators of such abuse and how to respond to disclosures and other concerns.

9.4 Child Criminal Exploitation

Child Sexual Exploitation (CSE)

Staff are made aware of the possible indicators of CSE and the need to refer these concerns to the DSL. These will be referred to the SaPH in order that the LA CSE Response Team can consider this information.

Child criminal exploitation: County Lines

Criminal exploitation of children is a form of harm that typically occurs across county lines. Drug gangs groom and exploit children and young people to carry drugs and money from rural and seaside areas into urban areas. This is a growing problem Staff are aware that this is based on violent coercion or other threats to the young people and their families.

Some of the following signs might indicate child criminal exploitation

- Periods missing from education or home

- Unexplained injuries
- Evidence that the child or young person is regularly associating with older people
- The child or young person having unexplained gifts or money

Child criminal exploitation can affect any young person under the age of 18 and is still exploitation even if the activity appears consensual. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

9.5 Female Genital Mutilation (FGM) and Forced Marriage

All Staff are reminded of the need to be aware of the possibility of such abuse at Early Years, Primary and Secondary school age as outlined in Annex A of KCSiE 2024 and that they have a statutory duty and responsibility to report concerns related to FGM.

The following reporting procedures in line with ERSCP / Humberside Police agreed arrangements should be followed in case of possible or disclosed FGM. However, if there is a suspicion that a girl is at immediate risk of such abuse police should be contacted via 999.

Reporting Concerns

- If a member of staff **suspects** that a girl has suffered or may be at risk of suffering FGM or subject to Forced Marriage they must discuss these concerns with the DSL immediately. The DSL will follow ERSCP procedures and contact SaPH by phone.
- The DSL or Teacher will follow advice from the SaPH before discussing such concerns with parents or carers.
- If a member of staff **discovers** by disclosure by the victim, or peer, or physical evidence (which is highly unlikely for a member of school staff) that FGM has taken place. The DSL must be informed immediately and a referral to SaPH and the Police.
- In this case if the member of staff is a teacher (or employed to carry out teaching duties) the referral to SaPH will be made by this teacher with the guidance and support of the DSL. For other staff such a referral will be made by the DSL, but this will need to identify the member of staff and the information they have reported. (This is in line with the legal responsibilities placed upon schools in respect of reporting procedure).
- The referral will be made at the latest by the close of the next working day but ideally immediately and on the same day if a school holiday or weekend follows the next day
- If the DSL or Deputy DSL is not available within this timescale the member of staff should contact SaPH and update the DSL.
- A written Request for Service form should be forwarded to SaPH in line with ERSCP safeguarding procedures.

9.5i Minimum Age for Marriage

Staff are aware of the law change that came into force in February 2023. This made it a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

9.6 Possible Violent Extremist Radicalisation

Staff are made aware that concerns about the possible radicalisation of, or influence on children by violent extremist political or religious groups should be referred to Senior Staff or the DSL.

If there are concerns about radicalisation to encourage violent extremism, including online, or concerns about the behaviour of parents or other family members a referral will be made to the Police and LA Prevent section (see Appendix 1)

If there is an immediate concern of risk or emergency the school will call 999.

In cases of possible Hate Crime, a separate referral will be made to the Humberside Police Hate Crime reporting system via 101 or online at the ERYC website.

Following an assessment of the levels of risk appropriate levels of training will be given to DSL, Other Senior staff, and other staff.

The PSHE/SMSC curriculum will ensure that issues such as **tolerance, respect, democracy, and individual liberty** are covered in age-appropriate ways.

Visiting speakers and organisations will be checked to assess the suitability in respect of the above elements of PSHE /SMSC activities within school.

9.7 Children Missing from or Missing Out on Education (CME and CMOE)

- Withernsea High School will send a text message to the child's parent/carer as soon as a child is identified as having an unauthorised absence. We will endeavour to obtain at least 2 emergency contact numbers for each pupil. Parents who have not provided 2 contact numbers will be contacted and asked to provide this.
- The school will only remove children from the register if the statutory grounds for doing so are met and will inform the LA of the intention to do so. In the case of CME school will make all reasonable efforts to locate the child/ren as required by the guidance.
- The school will inform the LA EWS if any pupil fails to attend without permission for a continuous period of 10 days or more and will refer children whose attendance has fallen below the agreed level to the EWS.
- If a child, who is the subject of a Child Protection Plan or is otherwise open to the CST, does not attend school without a verified valid reason the DSL will contact the assigned social worker or CST duty desk if unavailable.
- If a child not open to CSC that the school has concerns about, does not attend school the school will contact, SaPH, the EWS and / or the police depending on the circumstances.
- If a child absconds from the site, the school will make an initial search and contact the parent / carer or other emergency contact. **(And Social Worker if open to CSC)**. If after that search the child is not located the school will contact the police within 20 minutes of the alert or sooner in extreme circumstances.

9.8 Serious Violence

All staff are aware of indicators or signs and symptoms that a child may be at risk or have suffered serious violence or be involved in such behaviour possibly related to gang type activities or Criminal exploitation.

9.9 Private Fostering and Direct Payments

If the school is made aware that a child under the age of 16 (under 18 if disabled), is or may be cared for by someone who is not their parent or a 'close relative'*; in a private arrangement made between a parent and a carer; for 28 days or more, a referral to SaPH should be made.

*(Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity))

If we are made aware that a direct payments worker is engaged by parents for overnight supervision of children SaPH will be notified.

9.10 Domestic Abuse

The school is involved in the Humberside Police/ER LA Operation Encompass Domestic Abuse alert system and supports pupils appropriately when alerts are received. All staff are aware of the need to be alert to the possible indicators of Domestic Abuse including coercive control and refer concerns to the DSL/DDSL.

Staff understand that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional abuse. Children can be victims of domestic abuse and may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). Domestic abuse can have a detrimental and long-term impact on children's health, well-being, development, and ability to learn.

If staff are concerned that a child may be at risk of seeing, hearing, or experiencing domestic abuse in their home or in their own intimate relationships, immediate action should be taken by speaking to the DSL (or deputy).

9.11 Elective Home Education

Where a parent/carers expresses their intention to remove a child from school with a view to educating at home, **Withernsea High School** will follow LA procedure by informing the LA about the decision. Where the student/child involved has an EHCP, we will assist the LA as required to complete the necessary review of the plan and work closely with parents/carers.

We will work together with and support parents/carers and other key professionals and any organisations / agencies involved to ensure decisions are made in the best interest of the child and that the decision is fully informed.

9.12 Children Absent from Education

Children absent from education, particularly persistently or for prolonged periods, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation - particularly County Lines. It can also be a precursor for children becoming missing from education in the future. A robust response to children absent from education will support the identification of such abuse and may help prevent the risk of children going missing in the future. Relevant statutory guidance will be followed.

10. Responding to concerns.

'Never Do Nothing – Do the basic things well - It can happen here'

- All staff have a responsibility to respond to disclosures by children or other concerns and pass these concerns on to the DSL **immediately** as outlined in (Appendix A).
- Staff do not need 'proof' of abuse and should not 'investigate' concerns.
- This information must be recorded on the 'Record of Concern Form'. (Appendix B) or via CPOMS.
- Concerns relating to marks or injuries must also be recorded on a 'Body Map' which should be attached to the 'Record of Concern Form'. (Appendix C). A body map can be found on CPOMS.
- If using a body map injuries or marks must be described, in addition to locating on the body map.
- Photographs must not be taken of any marks or injuries.
- Staff are issued with a 'Safeguarding in Education CP procedures – Staff Reference Guide ERSCP' and regularly reminded to maintain an 'It could happen here' attitude and **not to:**
 - Dismiss concerns or disclosures as insignificant, they may provide a vital link to other information
 - Keep such concerns to themselves
 - Investigate or seek proof
 - **Promise** secrecy to children or adults making disclosures but reassure them that information will be shared appropriately and confidentially
 - Ask closed questions that lead a child into a particular answer but if they need to clarify aspects of a disclosure by or about a child use only 'TED' type questions i.e.;
 - **Tell me..., Explain..., Describe...**
 - Delay recording or passing concerns to the DSL
 - Discuss with parents or carers.

Staff are made aware that it is unacceptable legally, professionally and morally for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff. (see sec 20) and that any such failures will be regarded as potential disciplinary matters.

Each case will be considered by the DSL who will decide what information to share with which staff.

11.1 Further action – Child Protection and Early Help

Children suffering or at risk of significant harm

- If it is considered that a pupil may have suffered or may be at risk of suffering significant harm, the parent/carers will be made aware that the school will need to discuss the matter with SaPH
- However, if it is thought that: Informing parents/carers might place the child at continued or increased risk, there is a possibility that a crime may have been committed, in cases of suspected fabricated illness, radicalisation, FGM or forced marriage, informing parents might place staff at risk, a delay in obtaining consent may put a child at risk, **a contact to SaPH will be made before obtaining consent.**
- This will be done **as soon as the information or concern emerges** to ensure that the CST and in some cases the police are able to respond within the school day
- After contacting SaPH, the DSL/DDSL will email a Request for Service Form (Appendix L) within 24 hours.
- If the child is already 'Open' to a Social Worker an initial contact will be made with that Social Worker or if unavailable, the 'Duty' team member
- In the case of a child open to a 0-25 team social worker, the school will contact him/her.
- After consultation with SaPH the DSL may advise that the situation will be monitored and inform the appropriate staff
- In all cases records of discussions with SaPH and other professionals will be recorded in the Child's file.

11.2 Early Help Support

- If it is felt that a child or family may require additional Early Help Support that cannot be provided by the universal services available in or to the school, consent from parents/carers will be sought for a contact will be made to the Early Help Locality Hub in the area the child lives.
- If after initial consultation it is thought that additional support may be appropriate, the school will submit a Request for Service form to the Locality Hub and support the development of an early help support plan.
- If consent is not given, the DSL will consider if a consultation with SaPH is needed to discuss the refusal by parents/carers to share information and seek additional support for the child.

11.3 Escalating concerns about individual cases

When requests for support are made, if the school does not receive written feedback on the decision reached by the SaPH or EHLH within 24-48 hours we will contact the appropriate manager/duty worker for advice.

If the DSL feels that advice or action after discussion with SaPH or the EHLH is inappropriate, that the child's circumstances are not improving or that there are delays in the case management, the DSL will insist on discussion with the appropriate team manager and if the concerns persist escalate this further to the next line manager.

Records of all such discussions and responses must be retained in the pupil's chronology.

The DSL 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. This will include recording reasons not to refer the concerns to other agencies or not to seek advice if that was the course of action.

The DSL will update the school referrer as soon as possible on a 'Need to know' and 'Case by case' basis. If the member of staff feels that the actions taken are inappropriate, ineffective or that the situation of concern is continuing they should raise concerns with the DSL or Senior Member of staff and press for reconsideration or discussion.

If there is still a concern by the member of staff or they feel the situation is urgent s/he can refer to SaPH, the allocated Social Worker or the LADO them self.

12. Vulnerable children and Children with SEN or disabilities

1. Children may be vulnerable because, for example, they have additional or Special Educational Needs, are Looked After, have experienced or are experiencing a form of neglect or abuse. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.
2. Staff in contact with such children will be made appropriately aware of the child's needs and circumstances in order to maximise the effectiveness of support. Information from the DSL or other pastoral staff will inform the development of support in respect of attendance, learning, behaviour and EMH
3. The school will arrange support for children with EMH issues by accessing universal services. If additional support is needed, advice and support will be requested at the Early Help or Specialist level in line with the LA effective support model.
4. Staff are reminded that Children with SEN, disabilities, communication or behaviour problems are at greater risk of abuse, neglect and bullying than other children. They may not be identified as being at risk of harm as indicators of possible abuse such as behaviour, mood, and injury may be

assumed to be related to disability or SEN rather than possible abuse, neglect or bullying and communication of abuse may be difficult. Staff specifically supporting such children and other staff will be alert to these factors.

5. The Designated Teacher supporting Looked After Children will liaise with the DSL and staff involved with Looked After Children to support the child and ensure that the needs identified in the child's Personal Education Plan are supported by staff involved with the child.
6. Safeguarding implications will be considered when individual support plans are reviewed in the case of children who require, for example, medication, some form of intimate care, and help with changing or physical support or physical intervention.
7. If a child, who is the subject of a Child Protection Plan, or is otherwise open to the CST, does not attend school without a verified valid reason, the DSL will contact the assigned social worker or CST duty desk if unavailable.
8. If a child not open to CSC that the school has concerns about, does not attend school the school will contact: SaPH, the EWS and / or the police depending on the circumstances.

13. Child on Child abuse, sexual violence, and harassment

It is important for all staff to be aware that children are capable of abusing their peers and that any allegations, disclosures or concerns about such behaviour are treated as potential abuse and referred to the DSL. This includes incidents or behaviours that may have occurred outside of the school that staff become aware of.

Peer on peer abuse can take the same forms as adult on child abuse and can include, but may not be limited to:

- Bullying (including cyberbullying), prejudice based bullying and discriminatory bullying
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or other physical harm
- Sexual violence such as rape, assault by penetration and sexual assault. This may include an online element which facilitates, threatens or encourages sexual violence.
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment.
- Sexting (also known as youth produced sexual imagery)
- Consensual and non-consensual sharing of nudes and semi nude imagery and/or videos.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually or to engage in sexual activity with a third party.
- Up skirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission.
- Initiation type violence and rituals.
- Emotional abuse in the forms such as homophobic, transphobic, disability hate, racist and other discriminatory behaviour.

It is important that staff do not regard behaviour such as pupils suffering sexual touching as 'part of growing up' or verbal abuse or harassment as 'banter' and are aware of the guidance in KCSIE 2024 Annex A and Part 5

The DSL and other senior and pastoral staff are aware of "Sexual violence and sexual harassment between children in schools and colleges DfE 2018 and SaPH advice. (See further details in Appendix M)

If there is a concern that the level of possible abuse would reach a threshold for Police and or Social Care involvement or that either the alleged victim or perpetrator should be offered support or intervention from the Locality Early Help Hub, the DSL will refer the matter to SaPH for advice.

In cases of possible hate crime, a separate referral will be made to the Humberside police Hate Crime reporting system via 101 or online at the ERYC website. If the incident is clearly an urgent criminal matter, 999 will be called.

If the behaviour does not reach a threshold for referral to SaPH or advice from SaPH is that the behaviour should be dealt with by school appropriate action will be taken under the behaviour policy.

In either case if any child involved is open to the CST the Social Worker or Early Help worker will be informed.

If allegations of such abuse are investigated by Police or Social Care the school will take advice from these agencies as to internal investigation and supervision of the pupils involved. School will make every effort to ensure that during such investigations all pupils involved are treated fairly and consistently and that appropriate supervision and support is in place. Parents will be made aware of any specific arrangements that are put in place.

Whilst it is important that the school does not make an assumption of guilt without clear evidence or direction from other agencies it is important to ensure that the victim or alleged victim is fully protected and supported in throughout the process.

In circumstances where a pupil may present a risk to peers or staff appropriate Risk Management plans will be developed with appropriate advice from other agencies. These plans will be discussed with staff on a need to know basis and the child and parents/ carers.

14. Joint working with other agencies

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

- Early Help Plans and Team Around the Family meetings (TAF)
- CP Case Conferences, core groups and other multi-agency meetings
- Joint working with EWS
- Youth and Family Support Service, Prevention in Education Team and Children Centre intervention
- Health and CAMHS intervention and assessment.

The school also works in partnership with Humberside Police as part of the Domestic Abuse alert system **Operation Encompass** and within the Safer Schools Partnership arrangements with the local Community Policing Team.

15. Case Conferences, Core Group, TAF and Strategy Meetings.

1. The DSL and Headteacher will ensure that the appropriate member(s) of staff attend Initial and Review Child Protection Case Conferences and subsequent Core Groups and that written reports are prepared for each Case Conference.

Reports will be compiled using the 'Signs of Safety' report templates after discussion with relevant staff involved with the child.

2. 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.

3. Feedback following Conferences and meetings will be given to school staff under the 'Need to know' principle on a case-by-case basis.
4. We will attempt to ensure representation at other meetings and where possible and practical, host such meetings.

16. Information sharing

In cases involving possible child abuse or neglect the school has a duty and the legal right to share information.

The DSL/Headteacher will ensure that the sharing of information is in line with the following principles as outlined in: *'Information sharing advice for practitioners providing safeguarding services to children'* that it is:

- Necessary, proportionate, relevant, adequate, accurate, timely and secure
- Information shared is necessary for the purpose for which it is shared
- It is shared only with those individuals who need to have it
- It is accurate and up to date
- It is shared in a timely fashion
- It is shared securely.

17. Children's Concerns

The school recognises that listening to children/young people is an important and essential part of safeguarding them against abuse and neglect. We will seek to develop resilience in the children and ensure that they are aware that they can seek help and support.

1. Children will be made aware of the opportunities available to them to seek advice and support within the formal and informal curriculum. (Appendix E) **This includes the teaching of the appropriate Relationship, sex, and Health Education from September 2024**
2. Safe school procedures including Child Protection matters will be discussed by the School Council and through school surveys etc to gather children's opinions about the support systems in place.

18 Vetting, Recruitment, and selection of staff

1. The school complies fully with Statutory Guidance KCSiE 2024, 'Part Three: Safer recruitment' and the ERYC Safer Recruitment supporting guidance, in relation to adverts, application process, shortlisting and related reference seeking and consideration of standardised online checks on candidate at the shortlisted stage, employment history, selection and pre-appointment vetting checks, regulated activity and recording information.
2. The school ensures that DBS checks on all staff, Governors and volunteers who are engaged in Regulated Activity are carried out as required by the Statutory Guidance.
3. Any staff or volunteers not in regulated activity are continually supervised by staff.
4. A Single Central Register for all staff, visiting staff, volunteers and governors is maintained using LA and Statutory guidance.
5. The Head and at least one Governor complete the appropriate safer recruitment training which is updated every 5 years. All appointment panels will have at least one member who has completed this training in the last 5 years.
6. All staff that are covered by the 2009 Child Care Disqualification requirements are aware of their responsibilities to disclose any possible matters that need to be considered under this act. If such

disclosures are made the Headteacher will seek advice from the LA HR service (or other HR provider) who will liaise with the LADO.

7. If other organisations provide services or activities on our site, on our behalf, including Agency Supply staff, we will obtain written assurances that these organisations have appropriate safeguarding, safer recruitment, and vetting procedures in place.

See section 28 for further guidance on contractors, visitors etc.

19. Induction

When new staff start at the school they are briefed on the school CP and Safe Working procedures and given time to read and discuss the following:

- Keeping Children Safe In Education (current guidance)
- The School's Staff Code of conduct
- The Child Protection Staff Reference Guide
- The School's Behaviour Policy/Attendance Policy
- The school response to Children Missing Education
- The role of the Designated Safeguarding Lead
- The role and identity of the safeguarding team.
- The use of the CPOMS system

Other short term or visiting staff and volunteers are made aware of the CP reporting procedures within the school and the School Code of Conduct

20. Staff Safeguarding Training and awareness

All staff have received and had time allocated to read and have the opportunity to seek advice or clarification about the current:

- Keeping Children Safe in Education – Part 1 information for all school and College staff
- *School Staff Code of Conduct*
- The Child Protection Staff Reference guide.

and have access to the current:

- Keeping Children Safe In Education Full guidance.
 - School Strategic Child Protection and Safeguarding Policy.
 - What to Do if you are worried a child is being abused.
 - The School safeguarding whistle blowing guidance.
- ✓ All staff (teaching and non-teaching) are reminded of the policy and procedures at the start of each school year and receive regular and topical updates as appropriate through the school year.
 - ✓ All teaching and teaching assistant and pastoral staff and DSG complete the ERSCP online training 'Safeguarding in Education'.
 - ✓ Other staff and Governors complete the ERSCP Online Keeping Children Safe in Education module.
 - ✓ All Staff will complete ERSCP refresher training and Prevent training every 3 years thereafter.
 - ✓ Appropriate staff will complete online Prevent and FGM training following a risk assessment which will be regularly reviewed.

21. DSL training

The DSL and Deputy DSL complete the following ERSCP training as a minimum. This training will be enhanced by other ERSCP training on topics relevant to the school's specific needs.

- ✓ Annual ERSCB/ LA School DSL dedicated update and refresher training.
- ✓ In school 1:1 LADO / CP Officer training, support and audit.
- ✓ Safeguarding in Education (Online).
- ✓ Working Together to Safeguard Children.
- ✓ Child Protection Case Conferences and Core Groups.
- ✓ Workshop to Raise Awareness of Prevent.
- ✓ Early Help Assessments.
- ✓ FGM online training.

22. Reasonable Force

1. Staff will ensure that the school policy on physical intervention is followed.
2. All incidents requiring such action will be logged with the headteacher or appropriate senior manager, and parents informed on the same day.
3. Incident reports by all staff involved or witnessing the incident will be completed as soon as possible after the incident on the same day, unless in exceptional circumstances.
4. Staff must only use physical intervention as a last resort to protect the safety of children or adults after appropriate de-escalation strategies have been used or in the event of serious situations where this is not possible. The decision to use reasonable force will be based on professional judgement and depend on individual circumstances and dynamic risk assessment.

If required we plan positive behaviour plans for individual children, agreeing them with parents and training appropriate staff and thereby attempt to reduce the need for reasonable force

- ✓ Restorative methods will be considered after each such incident and the pupil's views on the incident sought.
5. Support will be offered to staff involved and incidents will be reviewed by senior staff not involved directly and any aspect that could be improved or avoided in future will inform the planning process

23. E Safety and Acceptable Use policies

The School's E safety and AUP explains how we try to keep pupils safe in school and protect and educate them in the safe and appropriate use of technology. Behaviour such as cyberbullying and sexting will be managed through the anti - bullying procedures or Child Protection or CSE procedures if more serious.

Filtering systems are managed by the LA Schools IT (or equivalent) service, with daily reports sent to the E-Safety Co-ordinator who reviews inappropriate internet use within school and takes any action necessary alongside pastoral support colleagues, but we are fully aware that these filters are not infallible, and staff are aware that effective monitoring by staff is essential.

We understand that this situation has a level of risk but at the same time that an 'over blocking' system would prevent effective teaching of online safety and resilience. In the same way that we could not attempt to teach children to swim without taking them to the pool.

23.1 Online Safety and Filtering and Monitoring

The importance of safeguarding children from potentially harmful and inappropriate online material is recognised and understood, along with the fact that technology is a significant component in many safeguarding and wellbeing issues.

To address this and in light of the 4 categories of risk outlined below, we will adopt a whole school approach involving a number of measures and approaches with the aim of:

- Having robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- Protecting and educating the whole school community in safe and responsible use of technology, including mobile and smart technology
- Setting clear guidelines for the use of mobile phones for the whole school community
- Establishing clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The approach to online safety is based on addressing the following 4 categories of Risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, 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

KCSiE 2024, outlines the need for staff and Governors to receive training covering online safety (including Filtering and Monitoring) and that it is essential that there is a whole school approach towards online safety, spanning training, curriculum content and teaching, communication with parents/carers and school IT resources / devices / network (appropriate filtering and monitoring etc). The Governing Body will retain strategic oversight of this and ensure that appropriate processes and procedures are established and maintained.

The Governing Body will-

- Make sure that the school has appropriate filtering and monitoring systems in place and review their effectiveness
- Review the DfE's filtering and monitoring standards, and discuss with IT staff and service providers about what needs to be done to support the school to meet these standards
- Make sure the DSL takes lead responsibility for understanding the filtering and monitoring systems in place as part of their role
- Make sure that all staff undergo safeguarding and child protection training, including online safety and that such training is regularly updated and is in line with advice from the safeguarding partners
- Make sure staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training

24. Safe and Appropriate working

All staff are made aware and regularly reminded:

- That they are in a Position of Trust and what the implications of that are
- Of the requirements of the school Code of Conduct and related policies
- If at any time staff are concerned that an action or comment made may be misinterpreted or that a child behaves or makes a comment in a way that causes concern in this respect, they should the log your concerns immediately with the appropriate senior member of staff and seek advice

- That failure to adhere to the Code of Conduct including carrying out their safeguarding responsibilities may result in disciplinary action against them and in some cases allegations of inappropriate or abusive behaviour and Child Protection investigation
- That their conduct towards pupils must remain beyond reasonable reproach
- That any sexual 'relationship' consensual or otherwise with pupils up to 18 would constitute a criminal offence. Any such behaviour with pupils 18 or over would be regarded as a serious disciplinary matter.

25. Allegations against staff and Whistle Blowing

1. All staff have access to;
 - a. The School Whistle Blowing (Safeguarding) policy.
 - b. Statutory Guidance – Allegations of Abuse made against teachers and other Staff (sec 4 KCSiE).
 - c. Contact details of the Chair of Governors and LADO.
 - d. The school Code of Conduct
2. All staff are made aware of their responsibilities and procedure to follow in the strictest confidence.
3. However, it must be appreciated that in the case of a Whistle Blowing situation an investigation process may reveal the source of the information and a statement by the referrer may be required.
4. All staff are made aware that if they receive an allegation of inappropriate or abusive behaviour about a colleague, or feel required to make such an allegation, they should pass the information, without delay, to the Headteacher.
5. If the allegation concerns the Headteacher the referrer should contact the Chair of governors, a senior Member of staff or the LADO immediately. It is unacceptable for any member of staff not to refer such concerns.
6. The head teacher (or other in 5) will, on the same day, contact the LADO and follow the statutory guidance Keeping Children Safe in Education 2024.
7. All involved will attempt to ensure that any allegation is dealt with fairly, quickly, proportionately, 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.
8. If the member of staff feels that that the actions taken are inappropriate, ineffective or that the situation of concern is continuing they should raise concerns with the Headteacher (or other in 5) and press for reconsideration or discussion. If the concern persists and they feel the situation is urgent they can refer to Children's Social Care or the LADO.
9. Staff are aware that an allegation may be made in respect of behaviour that may have harmed a child, involve a crime, is inappropriate behaviour towards a child either in their professional or private life or behaviour in their private life which may suggest that they could present a risk to children.

26. Extended School and Offsite provision and Educational / Residential Visits

Where extended school activities are provided and managed by the school, our own Child Protection and Safeguarding policy and procedures will apply.

When pupils attend off – site activities and provision including day, residential, work-related learning placements and other alternative provision we will ensure that we obtain the same written assurances.

We will ensure that attendance at alternative or off-site provision for pupils that remain on the school role is monitored in the same way as other pupils.

If vulnerable pupils or pupils that may present a level of risk to them or others are allocated alternative or other off-site provision the school will discuss these issues with the provider to ensure that appropriate safeguarding measures and liaison between settings is effective.

In the same way the DSL will discuss such concerns with Educational Visits Coordinators and visit leaders at the visit planning stage.

The school will follow the appropriate LA planning and Risk assessment procedures for all educational visits and activities.

27. Volunteers

School will undertake a risk assessment informed by professional judgement when deciding whether or not to obtain an enhanced DBS certificate for any volunteer not involved in regulated activity as outlined in Part 3 of KCSIE 2024. If it is decided that in certain circumstances that a DBS check is not required for specific events, or volunteers and supervising staff are made fully aware of the expectations, then it will be ensured that there are no situations where volunteers are in unsupervised contact with children.

28. Visitors, Supply and agency staff and Contractors

Visitors to the school including contractors and volunteers are asked to sign in and are given a badge to confirm that they have permission to be on site.

Visitors, contractors, and volunteers engaged in regulated activity must be subject to enhanced DBS checks. If not engaged in regulated activity the school must ensure that appropriate supervision is in place.

School Admin will always check the identity of contractors and their staff on arrival at the school by inspecting photo ID.

If other organisations provide services or activities on our site on our behalf including Agency Supply staff, we will obtain written assurances that these organisations have appropriate safeguarding, safer recruitment, and DBS / vetting procedures in place.

The school will follow KCSiE statutory Guidance advice in such cases.

If Supply Staff are engaged directly by the school, the appropriate checks must be carried out by the school.

The Single Central Record using the LA template is maintained to ensure that all appropriate staff, volunteers, Governor's agency and contracted staff in Regulated Activity are entered on it.

Any organisations or individuals booking the school site or parts of it will be checked as far as possible for suitability including possible extremist activities and recruitment.

29. Site Security Health and Safety and emergency procedures.

There is a School Specific Health and Safety policy in place.

Daily visual site inspections are carried out before school.

Termly Health and Safety inspections are carried out.

Annual Governors Health and Safety and environmental audits and inspections are carried out.

All staff are aware of their responsibilities for procedures for reporting health and safety concerns and there is a clear system for staff and pupils to report and log Health and Safety concerns.

LA generic Health and Safety Risk Assessment '**On Site Security**' has been adapted and used as appropriate.

Fire practices are held regularly at varying times of day and week and any deficiencies corrected.

Communication systems are in place and understood by all staff and volunteers to ensure appropriate and safe responses to in the event of critical incidents.

This would include the need to evacuate in the event of a bomb scare or the need to initiate a complete or partial 'lock down'.

30. Parents.

1. We believe that our Safeguarding and Child Protection work will be more effective if it is carried out in partnership with parents and carers and that preventative and supportive strategies such as the Early Help Plans and intervention by Early Help Support Services.
2. However, we ensure that parents are aware that we may in rare circumstances need to make Child Protection referrals or seek advice from Children's Social Care without their consent or knowledge. (Appendix 6 and Section 9.2 above).
3. Parents are also made aware that this policy is available from the school. The name and contact details (via school) of the DSL 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 DSL, DSG or Headteacher.
4. If staff are concerned that a parent collecting a child is incapable of doing so safely, they should refer to guidance Appendix N and follow normal safeguarding procedures.

31. Policy review

The staff and Governors will review this policy each year, and if any changes are suggested or required, they will be discussed by governors. The views of the children, parents, and staff will 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 and immediately remedied.

Review Date: September 2024

Withernsea High School Strategy Child Protection and Safeguarding Policy 2024/25

Responding to Concerns - 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 DSL or Dep DSL.

The use of 'TED' questioning may be appropriate

Tell me what happened
 Explain what you mean
 Describe how it made you feel

Or other open ended type 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 on a 'Record of Concern sheet', or via CPOMS:
 - What is said
 - What, if any questions you asked and the responses
 - Who is present
 - Anything else that happens after the child discloses
 - Ensure legibility, full dates and clear signature
 - Maintain strict confidentiality
 - If you see or are shown marks or injuries describe them and record on a body map (App C)
 - Pass the information to the DSL/Dep DSL immediately

Withernsea High School Strategy Child Protection and Safeguarding Policy 2023/24

Child Protection Record of Concern or Disclosure

If you do not have access to CPOMS, complete and pass to **DSL/DDSL** as soon as possible on the same day.

Pupils Name:	Class	Yr:
	DoB:	
Concern identified by:	Date:	Time:
	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>
Nature of Concern / details of disclosure / other relevant information. <u>Use Body Map (App C) if appropriate</u>		
Continue on reverse if needed		
Passed to:	Received by:	Date:
		<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>
Action taken by DSL (or person receiving this form)		
This form to be filed in pupils CP file and noted on CP chronology		

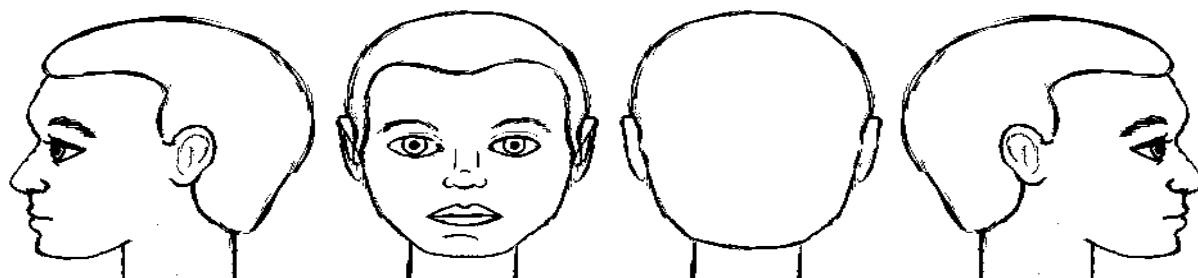
Withernsea High School Strategy Child Protection and Safeguarding Policy 2024/25

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

Name of Child:

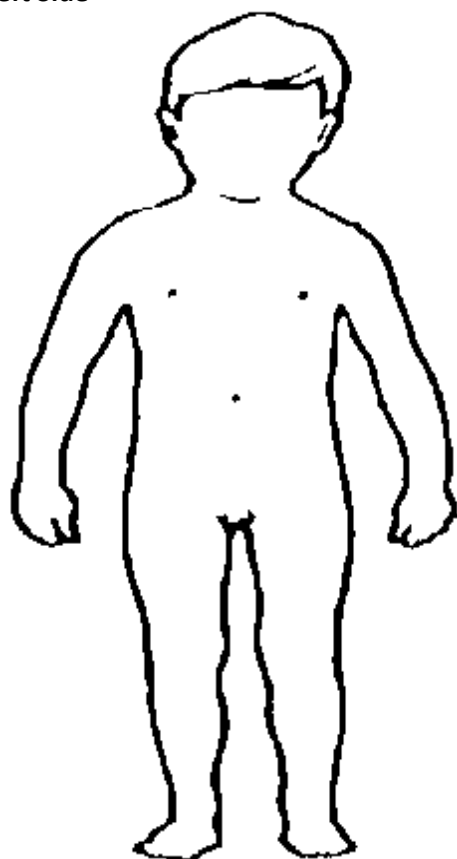
Date :

Date of Birth

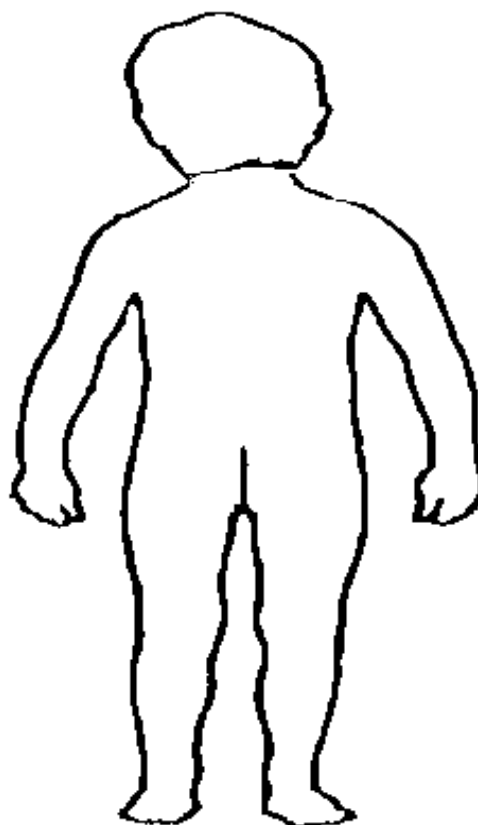


Left Side

Right Side



Front



Back

--

--



Right Hand



Left Foot

Full Description of Injury

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**THIS INFORMATION IS CONTAINED WITHIN CPOMS
CHILD PROTECTION COVER SHEET AND SUMMARY RECORD**

Name of Child		DoB			
Date record opened:				Completed by:	
				Title:	
Date Enrolled				Previous School	

Siblings in School		
Name	Gender	Age

SEN	YES/NO	Disability	YES/NO
EAL	YES/NO	Other	YES/NO
If Yes record brief details:			

Current involvement of other Agencies and Contacts. e.g.: CP Plan, CIN, CAMHS, Children's Centre, SAL			
Date:	Agency:	Contact details:	End Date

Current involvement of other Agencies and Contacts. e.g.: CP Plan, CIN, CAMHS, Children's Centre, SAL	
Continuation Sheet:	Name of Child:

e.g.: CP Plan, CIN, CAMHS, Children's Centre, SAL

Continuation Sheet: Name of Child:

Continuation Sheet: Name of Child:

[illegible]

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THIS INFORMATION IS CONTAINED WITHIN CPOMS

[illegible]

Date			Child Protection / Safeguarding Chronology Sheet	Continuation Sheet	Sheet No:

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Example of Advice for Children

If someone is hurting or upsetting you or making you feel scared you, 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 include 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. Other people at school may be able to help.
- Let people help to make things better by stopping the person from hurting you or your friends

You shouldn't:

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

Other help

www.nspcc.org.uk

www.childline.org.uk 0800 1111

www.barnardos.org.uk

www.saferinternet.org.uk

www.thinkuknow.co.uk

www.childline.org.uk

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Information for parents;

"At Withernsea High School, 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 Partnership has laid down the procedures we follow, and the school has adopted a Child Protection Policy in line with this for the safety of all.

If you want to know more about our procedures or the policy, please speak to Mr Mark Crofts Headteacher, Mrs Claire Tones – DSL, HOY, your child's class teacher or Mrs Caroline Heaton who is the Governor with responsibility for Child Protection

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The East Riding Safeguarding Children Partnership'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 at www.erscp.org.uk

Making A Child Protection Referral.

1. 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 as soon as possible on that day. This will give Social Care and possibly the police the maximum time available to make decisions and take appropriate action if needed within the school day.

East Riding Resident Child

2. SaPH are available to discuss individual cases for advice and guidance during office hours on 01482-395500.
3. If the child is currently 'Open' to an ER Social Worker s/he should be notified directly or if not available their manager or Duty colleague. If this contact cannot be made follow 4.
4. If not open to ER Social Care an immediate referral should be made to the SaPH 01482-395500 or outside office hours to the ER Emergency Duty Team on 01482 393939.
5. Parents/carers should not have been informed before discussions with SaPH or the Social Worker. It should be established with SaPH or the Social Worker when and by whom they will be informed and if there are other actions the school needs to take.
6. When a CP referral is made the time and the person taking the referral should be recorded on CPOMS
7. A member of the CST should report back to the school within 24 hours of receipt of the written referral to outline the action to be taken. If no response is received within 24 hours or sooner in urgent cases (where for example school need to be updated before the end of school) the DSL should contact the CST Manager.

Child resident in other LA

8. If school needs to refer a pupil who lives in a neighbouring Local Authority, the following contact numbers should be used for new referrals. If you are aware that the child is open to that LA follow C above.

Hull	01482 448879	EDT 01482-788080
North Yorks	0845 034941	EDT 01482 300 304
North Lincs	01724-296500	
North East Lincs	01472-325555	

Looked After Children

If a child is Looked After by the ER the ER Social Worker should be contacted to make the referral.

If the child is resident in ER but Looked After by another LA their Social Worker or Duty manager should be contacted. If such a referral is about an incident occurring in the ER then **SaPH** should be notified in addition.

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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. PLEASE NOTE, THIS INFORMATION IS ALSO CONTAINED WITHIN CPOMS.

1. Files will be kept in the filing cabinet in the DSL's office. This is kept locked.
2. The file contains:
 - Chronology sheets (Appendix 2.) 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

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

3. When children transfer school or College or other settings.

- a. 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.
- b. The file should be sealed and marked 'Private and Confidential FAO the DSL'. The receiving school will be notified by telephone that there are concerns and records will if possible be delivered or collected.
- c. If posted the sealed and indicated records should be placed within a plain addressed envelope and sent by recorded delivery. A record should be kept of the date of such transfer of sensitive files and of the person to whom they are transferred.
- d. It is important that the receiving school acknowledges receipt of records, and this acknowledgement recorded and filed by the sending school.**
- e. 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 LADO. When receiving children from other schools the school should contact the sending school to ascertain if there are CP concerns.
- f. At transition liaison arrangements should include specific transfer of Child Protection information as part of the formal transition arrangements.
- g. If the receiving school has access to CPOMS, the information is securely sent electronically.

Withernsea High School Strategy Child Protection and Safeguarding Policy 2024/25

Safeguarding Children; Information for visitors, supply staff and volunteers.

This school 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 school 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 **on CPOMS. If you do not have access to CPOMS, concerns should be recorded on a Record of Concern form.**

'Record of Concern' forms are available in the staff shared area. Complete this form and pass it to either Claire Tomes or Mark Crofts.

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.

You might be concerned if:

- You see an injury
- Another person may express concerns
- Something else raises concerns or worries
- A pupil tells you something.

If a pupil tells you something that needs to be passed on:

- Promise confidentiality not secrecy
- Reassure the child that they have done the right thing
- Listen but do not ask leading questions
- Record and pass on your concerns.

Your help in supporting our safeguarding work is appreciated by the school and most importantly by the children and young people.

Appendix I

PREVENT

SAFEGUARDING REFERRAL FORM

Once completed please send this form to following email addresses:

prevent@eastriding.gov.uk

prevent@humberside.pnn.police.uk

This form is designed to help articulate a safeguarding concern under Prevent – where you are worried that an individual is at risk from Radicalisation.

Complete as much of the form as you are able; doing so will help you assess the level of risk, and start to identify the correct response as required.

However if you feel the risk is high and time critical, you may wish to refer your concern immediately to your Prevent Lead.

Please Note:

This form is designed to be a start-point for referral sharing across all public sectors. Please check whether you already have a form or process in place.

This form is not intended to replace any existing forms or procedures, but may be useful to help to refresh what may be currently available to you. Please also be aware of local or sector-specific guidelines for the sharing of information where appropriate.

1. Your Details

the person passing on the concern

NAME:

AGENCY/TEAM:

ROLE/JOB TITLE

EMAIL:

PHONE NUMBER:

DATE:

2. Details of individual BELIEVED TO BE AT RISK

Complete where able and appropriate

FULL NAME:

D.O.B.

GENDER:

ETHNICITY

NATIONALITY:

FIRST LANGUAGE:

RELIGION:

OCCUPATION, OR NAME:
OF EDUCATIONAL
ESTABLISHMENT

SOCIAL MEDIA NAME:

CONTACT DETAILS

NAME OF NEXT OF KIN:

NEXT OF KIN CONTACT:

3. PLEASE DESCRIBE YOUR RELATIONSHIP TO THE INDIVIDUAL

4. PLEASE SUMMARISE YOUR CONCERN(S)

5. WHAT INSTANCE OR CIRCUMSTANCE HAS LED TO YOU SHARING THIS CONCERN?

6. DOES THE INDIVIDUAL KNOW YOU ARE SHARING THIS CONCERN?

Please tick where applicable

YES

NO

7. WHAT IS THE TIME FRAME FROM CONCERN BEING RAISED TO COMPLETING THIS FORM?

Please tick where applicable

Less than a week

1-2 weeks

2-4 weeks

Over 1 month

3 months or more

8. PLEASE SELECT REASON(S) WHY YOU ARE SHARING THIS CONCERN

please tick where applicable ✓

I want to speak to the individual(s) concerned and am logging my reasons for doing this

I want to check my concern with a colleague to see if it is justified

I want to refer my concern so a colleague can help check some context around it

I want to start safeguarding proceedings for this individual using internal resources

I'd like this concern to be immediately shared with partner agencies

Recommendation of a CP review.

9. PLEASE SELECT CONCERNING BEHAVIOURS YOU HAVE NOTICED Please tick

where applicable ✓

ABUSE	USE OF INFLAMMATORY LANGUAGE online	FIXATED ON A TOPIC	SELF HARM	CONFRONTATIONAL	
CLOSED TO CHALLENGE	ABSENTEEISM	CHANGE IN APPEARANCE	LEGITIMISING USE OF VIOLENCE	DRUG USE	APPEARANCE/ USE OF SYMBOLISM
DESIRE TO TRAVEL TO CONFLICT	ALCOHOL USE	EXPRESSION OF EXTREMIST VIEWS	QUICK TO ANGER	HONOUR BASED VIOLENCE	SEEKING TO RECRUIT TO IDEOLOGY
BECOMING SOCIALY ISOLATED	ANTI SOCIAL BEHAVIOUR	INTERNET USE	THEM AND US LANGUAGE		

PLEASE USE THIS SPACE TO ELABORATE ON ANY OF THE ABOVE OR DESCRIBE A BEHAVIOUR NOT LISTED:

10. PLEASE SELECT IF ANY OF THE FOLLOWING CIRCUMSTANCES ARE APPLICABLE

Please tick where applicable ✓

FAMILY BREAKDOWN	MENTAL HEALTH	UNEMPLOYMENT	LEARNING DISABILITY	FAMILY DISPUTE	PREVIOUS DOMESTIC ABUSE
SEXUAL ABUSE	FINANCIAL SUPPORT	ILLNESS	DISABILITY	HOMELESS	SOCIALLY EXCLUDED
ADOLESCENCE OR PERIOD OF TRANSITION	TRAUMA FROM CONFLICT	VICTIM OF CRIME	VICTIM OF HATE CRIME	LINKS TO CRIMINALITY	GANG/GROUP MEMBERSHIP
UNEXPLAINED TRAVEL	EXTREMIST MATERIAL	LOSS/ BEREAVEMENT			

PLEASE USE THIS SPACE TO ELABORATE ON ANY OF THE ABOVE OR DESCRIBE A BEHAVIOUR NOT LISTED:

11. DETAILS OF PERSON YOU ARE SHARING YOUR CONCERN WITH

NAME:

ROLE/JOB TITLE

EMAIL:

PHONE NUMBER:

12. PLEASE USE THE SPACE BELOW TO LOG WHAT YOU WOULD LIKE TO SEE HAPPEN NEXT OR SUPPORT YOU REQUIRE

Once completed please send this form to following email addresses:

prevent@eastriding.gov.uk

prevent@humberside.pnn.police.uk

Appendix J

Definition of safeguarding *'Inspecting Safeguarding in early years, education and skills settings (Ofsted Sept 2019)*

Definition of safeguarding

KCSiE 2024 defines safeguarding and promoting the welfare of children as:

- Protecting children from maltreatment, **whether that is within or outside the home, or online.**
- **Providing help and support to meet the needs of children as soon as problems emerge.**
- Preventing impairment of children's **mental and physical** health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

There is a different legislative and policy base for responding to adults' safeguarding needs. The Care Act 2014 provides a legal framework for how local authorities and other parts of the health and care system should protect adults at risk of abuse or neglect. However, most of the principles and procedures that apply are the same as those for safeguarding children and young people.

Safeguarding action may be needed to protect children and learners from:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse
- Bullying, including online bullying and prejudice-based bullying
- Racist, disability and homophobic or transphobic abuse
- Gender-based violence/violence against women and girls

- Peer-on-peer abuse, such as sexual violence and harassment
- Radicalisation and/or extremist behaviour
- Child sexual exploitation and trafficking
- Child criminal exploitation, including [county lines](#)
- Serious violent crime
- Risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'
- Teenage relationship abuse
- Up skirting (a criminal offence; see [dictionary definition](#) for explanation)
- Substance misuse
- Issues that may be specific to a local area or population, for example gang activity and youth violence
- Domestic abuse
- Female genital mutilation
- Forced marriage
- Fabricated or induced illness
- Poor parenting
- Homelessness
- So-called honor-based violence
- Other issues not listed here but that pose a risk to children, learners and vulnerable adults

Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- Children's and learners' health and safety and well-being, including their mental health
- Meeting the needs of children who have special educational needs and/or disabilities
- The use of reasonable force
- Meeting the needs of children and learners with medical conditions
- Providing first aid
- Educational visits
- Intimate care and emotional well-being
- Online safety, including issues associated with technology and a user's access to content, contact with others and behavioural issues
- Appropriate arrangements to ensure children's and learners' security, taking into account the local context.

Advice if there are concerns about the capacity of parent / carer collecting children

If the school has concerns that a parent, carer or person authorised to collect a child appears to be:

- drunk.
- under the influence of other drugs whether prescription or not.
- behaving in an irrational, aggressive or concerning way.

Which suggests they are not able to offer safe care to the child or not fit to drive, the school should take appropriate steps to avoid releasing the children to the carer.

Whilst the school cannot legally refuse ultimately to withhold the child there is a safeguarding and moral responsibility to attempt to clarify the situation and take steps to protect the child as much as possible in such circumstances.

If there is clear evidence or a judgement taken in good faith by staff that if the parent takes charge of the child it will be at immediate risk of harm:

- 1) Staff concerned will alert senior staff and keep the child separate if possible.
- 2) Staff will talk to the adult and re - assess their ability to keep the child safe.
- 3) Consider contacting other authorised carers.
- 4) If not appropriate or not available and there is a perceived risk we will explain to the adult that CSC and the police are being contacted for advice and ask s/he to be patient & calm. The child will be supervised elsewhere in school if possible.
- 5) If it is not possible to avoid the adult taking the child and there are concerns for their safety and that of staff and others 999 will be called and SaPH notified.



Request for Service

Requests for **Early Help** or **Safeguarding Services** should be made using this inter-agency request for service form. The form is in line with the requirements of Working Together to Safeguard Children and local procedures.

Before completing this form please refer to the East Riding Safeguarding Children Partnership Threshold Guidance and (if available) seek advice from your organisational safeguarding lead or safeguarding professional.

*However If you are concerned a child has suffered or is likely to suffer significant harm and is at immediate risk call the **Children's Safeguarding Hub** on **(01482) 395500** or ring **999** (asking for the Police). In these circumstances please complete this form to confirm your referral **within 24 hours**.*

CONSULTATION OFFER

If you are considering a request for additional needs you are welcome to contact an Early Help practitioner on 01482 391700 to discuss prior to making the request.

If you are requesting intensive, targeted or specialist support please consider contacting the Safeguarding Hub for a consultation with a Social Worker before completing.

Section A – Referrer's Details					
Date of referral:		Time of referral:		<input type="checkbox"/> Referral is a follow up to a telephone call	<input type="checkbox"/> This is a new referral
Name of referrer:				Role / relationship to child:	
Organisation:				Address of referrer:	
Contact number				Postcode:	
				E-mail:	

Section B – Consent to make a request for service		
<i>Consent should always be sought from an adult with parental responsibility for the child / young person (Or from the child themselves if they are competent) before passing information about them to either Children's Safeguarding or Early Help community Hub. If a practitioner believes a child is at risk of significant harm, they have a duty to inform- this does not require consent, but it is good practice to inform an adult with parental responsibility that the request for service is being made, UNLESS doing so would place the child at risk of significant harm or may lead to the loss of evidence</i>		
Have you obtained consent to make the request for service?	<input type="checkbox"/> No	<input type="checkbox"/> Yes Date obtained:
<i>If yes, what is the parent / carer and child's view of the request for service</i>		
<i>If no, explain the immediate risk of significant harm that has prevented you from obtaining consent:</i>		

Section C – Why are you making this request today?

(e.g. has something happened, have your concerns increased?)

Has the child suffered or likely to suffer significant harm?

Yes/No

If yes please contact the safeguarding hub immediately and before completing this form.

Is this child at risk of exploitation

Yes/No

Is this child at risk of radicalisation

Yes /No

Section D: The Child's Details

Surname:		First name(s):	
D.O.B or expected date of delivery:		Gender:	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Unborn <input type="checkbox"/> Trans-gender <input type="checkbox"/> Prefers not to say
School / early years setting		GP surgery and NHS number:	
Name of person with parental responsibility			
Child's home address:		Postcode:	
		Telephone:	
Current address (if different from above):		Postcode:	
		Telephone:	

Child's ethnicity:			
White <input type="checkbox"/> White British <input type="checkbox"/> White Irish <input type="checkbox"/> White any other background	Black or Black British <input type="checkbox"/> Caribbean <input type="checkbox"/> African <input type="checkbox"/> Any other black background	Mixed <input type="checkbox"/> White and black Caribbean <input type="checkbox"/> White and black African <input type="checkbox"/> Any other mixed background	Asian or Asian British <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Any other Asian background <input type="checkbox"/> NOT KNOWN
Child's first language or preferred means of communication:		Is an interpreter or signer required?	<input type="checkbox"/> No <input type="checkbox"/> Yes Details:
Child's religion	<input type="checkbox"/> Buddhist of E / Anglican Eastern religion <input type="checkbox"/> Hindu <input type="checkbox"/> Jehovah's witness <input type="checkbox"/> Jewish <input type="checkbox"/> Methodist <input type="checkbox"/> Mormon <input type="checkbox"/> Muslim <input type="checkbox"/> Not known <input type="checkbox"/> Other <input type="checkbox"/> Other Protestant <input type="checkbox"/> Pentecostal Christian <input type="checkbox"/> Roman Catholic	<input type="checkbox"/> C <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> No <input type="checkbox"/> <input type="checkbox"/>	Has an Early Help Assessment (EHA) been completed? <input type="checkbox"/> No <input type="checkbox"/> Yes Details:
Does the child have a Special Educational Need or Disability?	<input type="checkbox"/> No <input type="checkbox"/> Yes Details:	Does the child have an Education Health and Care Plan?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not known

	<input type="checkbox"/> Autistic spectrum disorder <input type="checkbox"/> Hearing impairment <input type="checkbox"/> Moderate learning difficulty <input type="checkbox"/> Multi-sensory impairment <input type="checkbox"/> Other difficulty / disability <input type="checkbox"/> Physical disability <input type="checkbox"/> Profound and multiple learning difficulty <input type="checkbox"/> Severe learning difficulty <input type="checkbox"/> Social, emotional or mental health <input type="checkbox"/> Specific learning difficulty <input type="checkbox"/> Speech, language and communication <input type="checkbox"/> Visual impairment		
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Section E – Residing Household Details

If you are also referring a sibling of the child in Section A who is under the age of 18 years, please list them in this section and indicate that you are also referring them. Please also list the names and details of all children (under 18) and adults who are currently residing in the home.

Surname	First name	DOB	Age	Relationship to the child in section A	First language or preferred means of communication	Also referring
						<input type="checkbox"/> Yes
						<input type="checkbox"/> Yes
						<input type="checkbox"/> Yes
						<input type="checkbox"/> Yes

Section F – Non-Residing Family Details

Please also list the names and details of all children (under 18) and adults who are family members that do not reside in the home (i.e. separated parents, half-siblings).

Surname	First name	DOB	Age	Relationship to the child in section A	First language or preferred means of communication	Address and contact details	Also referring
							<input type="checkbox"/> Yes
							<input type="checkbox"/> Yes
							<input type="checkbox"/> Yes
							<input type="checkbox"/> Yes

Section G -Details of your /concerns, request for support

On a scale of 0 – 10, **how safe is the child right now?**
(0 = so worried the child is certain to get harmed or harmed again. 10 = not worried, the child is safe)
Scaling:

Please describe the reason for your scaling

How does the current situation impact on the child?

How does the parent / carer and child feel about your concerns, request for support?

What needs to change to make things better or safer for this child and family?

Has the child suffered any harm and how do you know

If yes, how often has this happened and what are the triggers?

Section H – What is working?

What is going well for this child and family?

What has already been done to address any concerns and how has this helped?

What resources / services are currently in place?

What additional assessments or chronologies can you submit to support your referral?

Section I – What needs to Change?

What would the family like to change?

What change do you think needs to happen?

Section J – Services Already Working with the Family

Role	Full Name	Telephone	Email Address	Address and Postcode

If the child is at urgent and significant risk of serious harm the Safeguarding Hub should be contacted by telephone and followed up in writing within 24 hours.

This form should be sent to one of the following Hubs dependent upon identified need

Early Help Locality Hubs

Bridlington:

ehp.bridlington@eastriding.gov.uk

Beverley:

ehp.beverley@eastriding.gov.uk

Goole:

ehp.goole@eastriding.gov.uk

Anlaby:

ehp.haltemprice@eastriding.gov.uk

Hedon:

ehp.holderness@eastriding.gov.uk

Driffield:

ehp.wolds@eastriding.gov.uk

(Send request form to the Hub nearest to where the child lives)

Safeguarding Children Hub

safeguardingchildrenshub@eastriding.gov.uk

Withernsea High School Strategic Child Protection and Safeguarding Policy 2024/25**Protocol for responding to youth produced sexual imagery**

If a member of staff has reasonable grounds to suspect that a student is in possession of youth-produced sexual imagery they need to alert the DSL or DDSL

The DSL/DDSL can search a student's phone or other electronic device without parental consent if they have reasonable grounds for suspecting that it may contain youth-produced sexual imagery.

The DSL/DDSL may delete images which do not fall into the category of child pornography or extreme pornography. Such images might be considered inappropriate rather than indecent. Material on the device that is suspected to be a pornographic image of a child or an extreme pornographic image should **not** be deleted as advice should be sought from SaPH who may advise contacting the Police. In such cases the school has the right to confiscate the phone/device.

Where it is necessary to view youth-produced sexual imagery, staff should:

- **Never** copy, print or share the image; this is illegal.
- **Always** refer the situation to the DSL/DDSL.
- Ensure the image is viewed by the DLS/DDSL or a member of the safeguarding team.
- Ensure another staff member is in the room. This staff member does not need to view the image.
- Ensure the staff members viewing the image are the same sex as the student who possesses the image.
- Record the incident in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions needed.
- Remind the student that possession of youth-produced sexual imagery is illegal. They should be informed that if they refuse to allow the image to be deleted or it is later discovered that they have reacquired the image, they are committing a criminal offence and the Police may become involved.

Appendix N

Withernsea High School Strategic Child Protection and Safeguarding Policy 2024/25 Response to peer on peer sexual assault/harassment

Report received (from the victim or third party, on-site, off-site, or online)

Victim Reassured

- Taken seriously and kept safe
- Confidentiality not promised
- Record the disclosure (facts only)
- Two staff present and report to DSL/DDSL as soon as possible
- Inform victim that information may be passed to other agencies
- If victim does not consent to share, DSL may still lawfully share to protect the victim from harm
- Parents of victim informed if they are not already aware
- ***Note that in cases of sexual violence, the victim has a legal right to anonymity, and this includes sharing information on social media and discussion amongst students in***

Manage internally

One off incidents which the school which would be appropriate to deal with internally with the school's behaviour/anti-bullying policy.

Early Help

Non-violent harmful sexual behaviours (see Brooks Traffic Light Tool)
Discussion with parents/carers to see if early help is needed.

Refer to social care

All incidents where a child has been harmed, is at risk of harm or is in immediate danger. SaPH will advise next steps.

Refer to Police

All incidents of rape, assault by penetration, or sexual assault. Discuss next steps with the Police.

Risk Assessment

- Do not wait for the outcome of referral/investigation
- Victim/alleged perpetrator should wherever possible continue their education
- Alleged perpetrator should be removed from any shared classes with the victim.
- The alleged perpetrator and victim should be kept a reasonable distance apart on school premises and school transport.
- Until the Police have concluded their investigations, the alleged perpetrator is legally not to be found guilty of any crime and should continue to access their education.