

# Safeguarding in Education Team

## Strategic Child Protection

and

## Safeguarding Policy 2024-2025

Boothferry Primary School

Date of This Review	
Reviewed By	
Date Approved by Governing Body	
Date of Next Review	

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## 1. Advice and Contact List

### Boothferry Primary School Child Protection & Safeguarding

Advice and contact list September 2024-2025

Role / Agency	Name & Role	Contact Details
<b>School Designated Safeguarding Lead</b>	Sarah Dye	<a href="mailto:sd@boothferry.co.uk">sd@boothferry.co.uk</a>
<b>Deputy DSL</b>	Mike Sibley	<a href="mailto:msibley@boothferry.co.uk">msibley@boothferry.co.uk</a>
<b>Designated Safeguarding Governor</b>	Pat Dyson	<a href="mailto:pdyson@boothferry.co.uk">pdyson@boothferry.co.uk</a>
<b>Chair of Governors</b>	Pat Dyson	<a href="mailto:pdyson@boothferry.co.uk">pdyson@boothferry.co.uk</a>
<b>Looked After Children Designated Teacher</b>	Sarah Dye	<a href="mailto:sd@boothferry.co.uk">sd@boothferry.co.uk</a>
<b>E-Safety Coordinator</b>	Steven Capewell	<a href="mailto:scapewell@boothferry.co.uk">scapewell@boothferry.co.uk</a>
<b>Safeguarding and Partnership Hub</b>	<p><b>CP Consultation and Request for Service</b></p> <p><b>Support &amp; Advice:</b> Intensive &amp; Specialist Safeguarding Support</p> <p>Urgent C P Concerns</p> <p>Consultation with an Advanced Social Worker</p>	<p><b>Mon to Thursday 8:30am – 5:00pm</b></p> <p><b>Friday 8:30am – 4:30pm</b></p> <p><b>01482 395500</b></p> <p>Request for Service (RFS) forms should be sent to: <b>safeguardingchildrenshub@eastriding.gov.uk</b></p>
<b>Children's Emergency Duty Team</b>	Urgent CP concerns outside of office hours where a child is at risk of significant harm.	<b>01482 393939</b>

<b>Early Help Locality Hub</b>	<b>Early Help</b> Additional support for children & family's initial consultation,	Consultation 01482 391700  All Request for Service to be sent to: <a href="mailto:ehphub@eastriding.gov.uk">ehphub@eastriding.gov.uk</a>
<b>Local ER Children Safeguarding Team</b>	Goole	01482 396842
<b>Local ER Children Safeguarding Team Manager</b>	Caroline Sykes Suzanne Futter	<a href="mailto:Caroline.X.Sykes@eastriding.gov.uk">Caroline.X.Sykes@eastriding.gov.uk</a> <a href="mailto:Suzanne.futter@eastriding.gov.uk">Suzanne.futter@eastriding.gov.uk</a>
<b>Safeguarding in Education Team Manager</b>	Chris Hamling General strategic and operational School Safeguarding & CP advice	<a href="mailto:chris.hamling@eastriding.gov.uk">chris.hamling@eastriding.gov.uk</a>  01482 392251  Please always use the SiET email to initiate contact with SiET:  <a href="mailto:safeguardingineducation@eastriding.gov.uk">safeguardingineducation@eastriding.gov.uk</a>
<b>ERYC LADO</b>	Jayne Hammill Lisa Dosser Referral of possible allegations against staff & volunteers.	Please always use the LADO email to initiate contact with LADO:  <a href="mailto:LADO@eastriding.gov.uk">LADO@eastriding.gov.uk</a>
<b>School critical incident, bomb threats etc. &amp; Educational Visits Emergencies (not Child Protection)</b>	<b>24-hour Guidance &amp; support</b>	01482 392999
<b>Humberside Police</b>	<b>ER Protecting Vulnerable People Unit</b>	01482 220809
<b>Humberside Police</b>	<b>Hate Crime / incident reporting</b>	101 <a href="https://www.reportingcrime.uk/HPhatecrime/">https://www.reportingcrime.uk/HPhatecrime/</a>

<b>East Riding Safeguarding Children Partnership</b>	General strategic and operational Safeguarding & CP advice and multiagency training	<a href="https://www.erscp.co.uk/">https://www.erscp.co.uk/</a> 01482 396994 erscp.enquiries@eastriding.gov.uk
<b>ER Safeguarding Children Partnership Training</b>	Training Admin & Information	erscp.training@eastriding.gov.uk
<b>Hull North Yorks North Lincs North East Lincs</b>	Children's Social Care	01482 448879 EDT 01482 300304 01609 780780 EDT 01609 780780 01724 296500 EDT 01724 296500 01472 326292 EDT 01472 326292
<b>Prevent Referral</b>	Humberside Police  ERYC	101 / <a href="mailto:prevent@humberside.pnn.police.uk">prevent@humberside.pnn.police.uk</a>  <a href="mailto:prevent@eastriding.gov.uk">prevent@eastriding.gov.uk</a>



## 2. Definitions and Acronyms

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
CoG	Chair of Governors
SiET	Safeguarding in Education Team
LADO	Local Authority Designated Officer
ERSCP	East Riding Safeguarding Children Partnership
CST	Locality Children Safeguarding Teams
SaPH	Safeguarding and Partnership Hub
CEDT	Children's Emergency Duty Team
EHPH	Early Help and Prevention Hub
DBS	Disclosure & Barring Service
KCSiE 2024	Keeping Children Safe in Education 2024
VCET	Vulnerable Children Education Team
CLA	Child Looked After
PLAC	Previously Looked After Children
DfE	Department for Education
RSE	Relationship and Sex Education (Primary)
RSHE	Relationship, Sex and Health Education (Secondary)
SVSH	Sexual Violence and Sexual Harassment between children in schools and colleges
Sexual Violence	Rape, assault by penetration, sexual assault or causing someone to engage in sexual activity without consent
Sexual Harassment	Sexual comments, sexual "jokes" or taunting, physical behaviour, online sexual harassment, consensual and non-consensual sharing of nudes and semi-nude's images and videos, sharing of unwanted explicit content, up-skirting, sexualised online bullying, unwanted sexual

	comments, and messages (including on social media), sexual exploitation (coercion and threats)
EWO/S	Education Welfare Officer/Service
YFS	Youth & Family Support
Mental Health and Emotional Wellbeing Service	<a href="https://www.erscp.co.uk/more/mental-health-and-emotional-wellbeing-service/">https://www.erscp.co.uk/more/mental-health-and-emotional-wellbeing-service/</a>
GDPR	General Data Protection Regulation
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. <del>See Ofsted definition and scope of Safeguarding (Appendix 8)</del>
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+ DSLs are advised to seek advice in the same way as for children e.g., CST may signpost to Adult Services or refer to YFS
EHCP	Education, Health, and Care Plan
SLT	<a href="#">Senior Leadership Team</a>

### 3. Related Legislation and Guidance

This policy is implemented in accordance with our compliance with DfE statutory guidance KCSiE 2024, which requires that individual schools and colleges have an effective Child Protection Policy. The principles established in the Children Acts 1989 and 2004 and related guidance, underpin the development of this Policy. This includes but is not limited to:

- Keeping Children Safe in Education (DfE, 2024)
- Working Together to Safeguard Children (December 2023) HM Government
- ERSCP - Effective support for children, young people, and families in the East Riding of Yorkshire (August 2020)
- Guidance for safer worker practice for those working with children and young people in education setting (February 2022) – Safer Recruitment Consortium
- Use of reasonable force in schools (DfE, July 2013)
- Searching, screening & confiscation (DfE, July 2022)
- School Staff & Volunteer Code of Conduct (ERSCP, September 2024)
- [Information sharing Advice for practitioners providing safeguarding services to children, young people, parents, and carers \(DfE, May 2024\)](#)
- Guide to General Data Protection Regulation (ICO 2018)
- [Data Protection in Schools \(DfE, April 2024\)](#)
- School Whistle Blowing (Child Protection / Safeguarding) Guidance (ERSCP Sept 2024).
- [Ofsted Education inspection framework \(April 2024\) – GOV.UK](#)
- [Ofsted Early Years Inspection Handbook \(April 2024\) – GOV.UK](#)
- [Ofsted School inspection handbook \(April 2024\) - GOV.UK](#)
- [Statutory guidance, Prevent duty guidance: for England and Wales \(March 2024\) GOV. UK](#)
- Guidance for further education providers on work-based learners and the Prevent statutory duty (May2021) - GOV.UK
- Multi-agency statutory guidance on female genital mutilation (2020) HM Government
- What to do if you are worried a child is being abused (2015) HM Government
- Working Together to Improve School Attendance (DfE, Feb. 2024)
- [Support for pupils where a mental health issue is affecting attendance Effective practice example \(DfE, Feb. 2023\)](#)
- Summary table of responsibilities for school attendance Guidance for maintained schools, academies, independent schools, and local authorities (DfE, September 2022)
- Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England (DfE, May 2023)
- [Behaviour in Schools: Advice for headteachers and school staff \(DfE, Feb. 2024\)](#)
- LA Education Visit Guidance and Procedures or equivalent
- The designated teacher for looked-after and previously Looked After Children (DfE, Feb. 2018)

- [Promoting the education of children with a social worker and children in kinship care arrangements: virtual school head role extension \(DfE, March 2024\)](#)
- Disqualification under the Childcare Act 2006 Statutory guidance for Local Authorities, maintained schools, academies, and free schools (DfE, Aug. 2018)
- Keeping children safe during community activities, afterschool clubs and tuition: non statutory guidance for providers running out-of-school settings (DfE, April 2022)
- Meeting digital and technology standards in schools and colleges (DfE, March 2023)
- [Guidance for maintained schools and academies in England on provision for transgender pupils \(Nov. 2022\)](#)
- [Gender Questioning Children Non-statutory guidance for schools and colleges in England Draft for consultation \(DfE, Dec. 2023\)](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people Responding to incidents and safeguarding children and young people \(UKCIS, Feb. 2024\)](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(DfSIT, March 2024\)](#)
- [ER Use of Unregulated Alternative Provision Guidance May 2024](#)

#### **4. Other Safeguarding Related School Policies**

KCSiE 2024 outlines the explicit requirement for a whole school or college approach to safeguarding. The school / college has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other policies or the equivalent according to the setting, for example:

- Behaviour Policy
- Anti-Bullying Policy
- Attendance Policy
- Safe Handling / Restraint Policy
- Searching, Screening and Confiscation Policy
- Complaints Policy
- Special Educational Needs Policy
- Educational Visits Policy
- Health and Safety Policy
- RSHE / RSE Policy
- Online Safety Policy / Filtering and Monitoring
- Whistle Blowing Guidance
- Staff Code of Conduct Guidance
- Safer Recruitment
- Site Security Policy
- [Data Protection](#)

The above list is not exhaustive and when undertaking policy development, consideration will be given to Safeguarding and Child Protection matters and associated implications, within each appropriate policy or guidance.

## 5. Introduction and Core Principles

### 5.1 Definition of Safeguarding

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

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, *whether that is within or outside the home, including online.*
- Preventing the 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.

### 5.2 The 4 Core Principles

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

1. **Prevention** – a positive school atmosphere, pastoral support to pupils, the Spiritual, Moral, Social and Cultural and Relationship, Sex and Health Education elements in the formal and informal curriculum, safer recruitment procedures and safe & appropriate working practice by staff. Wider safeguarding policies and procedures in place to establish and maintain a safe and secure school environment). (KCSiE 2024, Paragraph 130) continues to *place emphasis upon preventative education:*

*“Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The School/College will have a clear set of values and standards, upheld, and demonstrated throughout all aspects of School/College life. These will be underpinned by the School/College’s behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).”*

2. **Protection** - by following agreed procedures, ensuring staff are trained and supported to identify and 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.
3. **Support** - to all pupils and school staff and to children who may have been abused, neglected, exploited or are in other ways vulnerable.
4. **Collaboration** - with children & young people, parents, and partner agencies to promote safeguarding and wellbeing for all our children and young people.

At Boothferry, we recognise both our moral and statutory responsibility to safeguard and promote the welfare of all children. We know that children who feel safe and secure at school are more likely to achieve their full potential.

As such, safeguarding is regarded as everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families, and pupils/students) are integral to the school wide safeguarding culture and processes and have an essential role to play in making our school community safe and secure.

The procedures contained in this policy apply to all staff, including governors, temporary or third-party agency staff and volunteers, and are consistent with those outlined within KCSiE 2024, as well as related statutory guidance and local safeguarding protocols.

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.

We understand the importance of positive and appropriate behaviour and the crucial role of staff in setting and maintaining standards for positive and appropriate behaviour, tolerance, and mutual respect.

The school approach to safeguarding is based on the belief that the best interests of children always come first and that all children have a right to be heard and to have their wishes and feelings taken into account.

In our school/college children are respected and are encouraged to talk openly. We will ensure children's wishes and feelings are taken into account as far as possible, when determining what safeguarding action to take and what services to provide.

Children identified as vulnerable and those with additional needs are supported and similarly all children regardless of age, gender, ability, culture, race, language, religion or sexual identity or orientation, have equal rights to protection.

Where safeguarding is concerned, staff will maintain an attitude of 'it could happen here' and when concerned about the welfare of a child, staff will always act in the best interests of the child. In the event of any safeguarding concern being identified about any child or adult, staff will act immediately, sharing concerns in line with agreed procedures.

### **5.3 School Commitment**

As part of the responsibility for, and commitment to pastoral care, Boothferry adopts an open and accepting attitude towards children. Staff strive to ensure that children and parents will feel free to talk about any concerns and will see school as a safe place and source of potential support when there are other difficulties in their lives. Any worries and / or fears that children have 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, underpinned by established, well publicised and robust safeguarding procedures.
- Incorporate across the curriculum, teaching / learning and opportunities that equip children with the skills and knowledge 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 unpleasantness and harassment, including allegations of child-on-child abuse, sexual violence and sexual harassment, transphobia, hate incidents and online bullying & abusive behaviour are dealt with at the appropriate level and in line with national and local guidance and procedures and not dismissed as immature behaviour or banter.
- Educate all pupils and staff in relation to sexual violence and sexual harassment and ensure everyone knows this is not okay and will not be tolerated in our school or our community.
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- Ensure that staff have an understanding of when to make referrals to the DSL when there are indicators or concerns of possible Neglect, Sexual, Physical or Emotional Harm **and Exploitation** and indicators of possible Child Sexual & Criminal 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. They are aware that they are in a position of trust and what the implications are in relation to 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.

#### **5.4 A Range of Safeguarding and Child Protection Issues that Need to be Considered.**

There are a broad range of specific, and at times interlinked safeguarding / child protection issues, which require vigilance and may need potential action for example, Early Help. ~~See Appendix 1 and 8.~~ These concerns can occur 'direct / in person' and / or online and straddle intrafamilial and extrafamilial settings. ~~(or both).~~ The nature, extent and significance of the specific concerns will determine the decision making by the DSL / DDSL and subsequent action taken.

Examples of concerns that would potentially warrant consideration of offering Early Help support are:

- is disabled or has certain health conditions and has specific additional needs.
- has special educational needs (whether or not they have a statutory Education, Health, and Care plan).
- has a mental health need.
- 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 or county lines.
- is frequently missing/goes missing from education, home, or care.
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
- is at risk of being radicalised or exploited.
- has a parent or carer in custody or is affected by parental offending.

- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- is misusing alcohol and other drugs themselves.
- is a privately fostered child.

Examples of more significant potential Child Protection concerns would include:

- Abuse (Physical, Emotional, Sexual) and Neglect.
- Child-on-child abuse.
- Child Criminal Exploitation, County Lines and Child Sexual Exploitation.
- Female Genital Mutilation.
- Mental Health.
- Serious Violence.
- Homelessness.
- 'Honour' based abuse such as Forced Marriage FGM.
- Serious Violence.
- Prevent and Radicalisation (Prevent Duty).
- Sexual violence and sexual harassment between children in schools and colleges.
- Child Abduction and community safety incidents.

(Also see Part One and Annex B within KCSiE 2024 for more information)

## 5.5 Multi Agency Safeguarding Arrangements

As a 'Relevant Agency' (Working Together to Safeguard Children, 2023, page 27) Boothferry recognises its statutory duty to co-operate with and support the East Riding Safeguarding Children's Partnership arrangements. Boothferry recognises the pivotal safeguarding role it plays, understands, and supports the ERSCP expectation of active engagement with the Partnership, appropriate sharing of information and contributing to inter-agency meetings and plans.

Boothferry also 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 are minimised for vulnerable children and social inclusion is maximised.

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.

We will support ERSCP arrangements for the auditing and assurance of our Child Protection & Safeguarding arrangements and also 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. Roles and Responsibilities

### 6.1 DSL and DDSL

A full outline of the role and responsibilities of the DSL can be found in KCSiE 2024, Annex C. In line with this, the DSL is a member of the [SLT](#) and has overarching responsibility for ongoing oversight of safeguarding and child protection systems (including online safety and IT Filtering and Monitoring). The DSL or DDSL (or another appropriately trained senior member of staff) will be available on site when the school is open to coordinate and advise staff or respond to urgent child protection matters.

Whilst the activities of the DSL may be delegated (e.g., to the DDSL and within the pastoral structures), the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

The DSL will ensure that individual members of staff are appropriately aware of the actions taken in response to concerns that they have referred to the DSL. 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 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 SaPH or the LADO.

In order to develop the requisite knowledge and skills required to carry out their role, the DSL will undergo appropriate and specific training, the same requirement applies to the DDSL. Training to develop and maintain skills and knowledge will be regularly updated, in line with local ERSCP protocols, through a variety of methods at regular intervals and at least annually.

Key aspects of the role are:

- providing advice and support and information to staff as appropriate, acting as the central contact point for all staff to discuss safeguarding arrangements.
- oversee staff safeguarding training and share / cascade information.
- ensuring that safer recruitment and staff induction procedures are in place and followed.
- liaising with the LA and other agencies including the involvement in Early Help Assessments and plans and managing any involvement with any multi-agency plans / work.
- maintaining a confidential recording platform and obtaining, managing, and transferring CP records within the stipulated 5-day transfer period for individual pupils and liaising with previous and receiving schools.
- maintaining written records of all concerns, discussions, and decisions, including the rationale for those decisions [and outcomes / planned further action. This will include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.](#)
- coordinating safeguarding action for individual children. When supporting children with a social worker or looked after children, the DSL should have the details of the child's social worker and the name of

the Virtual School Head in the authority that looks after the child, with the DSL liaising closely with the Designated Teacher.

- 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, providing regular updates, as necessary.
- returning information to the ERSCP and LA as required and in-line with agreed timescale and statutory guidance e.g., Education Settings Self-Assessment Tool (Section 175 Report).
- liaising with the Headteacher and DSG.
- lead and support a school culture 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 mental and emotional health.
- helping promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a Social Worker, are experiencing, or have experienced, with teachers and School/College leadership staff.
- ensuring adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
- ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSiE 2024.
- liaising with the Headteacher/Principal to inform them of any safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult (PACE Code C 2019).
- Oversee online safety and the filtering and monitoring systems and processes in place.

## **6.2 Governance and Leadership**

The Governing Body fully recognises its responsibilities regarding safeguarding and child protection and for safeguarding and promoting the welfare of children as outlined in Part 2 of KCSiE 2024. The Governing Body has the strategic responsibility to monitor and ensure that all child protection arrangements, procedures, policies, and training are in place and effective. Safeguarding will be an agenda item on every full Governing Body meeting, and any relevant reports on the operation of safeguarding / child protection across the school are provided and considered.

Management and leadership by the Headteacher and Governors ensure that the time, resources, and training are adequate to ensure that the DSL responsibilities, as outlined in KCSiE 2024 are carried out and that all strategic child protection and safeguarding arrangements are in place and effective.

The Governing Body will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes, and policies operate with the best interests of the child at their heart and will facilitate a whole School/College approach to safeguarding which involves everyone.

The Governing Body are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty - [see KCSiE 2024, Para. 80](#)), and the local multi-agency safeguarding

arrangements set out by the ERSC. [The SLT](#) will be supported to ensure that there are policies and procedures in place to make sure that appropriate action is taken in a timely manner to safeguard and promote children's welfare.

The Governing Body will:

- designate a Governor (DSG) for Child Protection & Safeguarding who will monitor the school's Child Protection Policy in operation along with training and procedures and keep the full Governing Body suitably updated.
- 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 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.
- ensure all Governors complete ERSCP e-learning Child Protection training (including online safety) and refresh this at least every 3 years, either Safeguarding Everyone Level 1 or Safeguarding in Education (CoG and DSG). This level of training should be included in the induction package of any new Governors. The DSG [and CoG](#) should complete higher level training led by the SiET.
- Make opportunities available for Governors, as required, to complete ERYC:
  - Safer Recruitment training.
  - Governor's Safeguarding Roles & Responsibilities training.
- The DSG acts as a 'Champion' for Child Protection and liaises with the Head & DSL to report to, update and advise the full Governing Body on the strategic and operational aspects of safeguarding.
- Governors have a duty to assure themselves that the schools child protection files are maintained as set out in Annex C of KCSiE 2024 but would not routinely have access to details of individual Child Protection Cases and understand the requirement for confidentiality.
- Make sure that the school has appropriate filtering and monitoring systems in place and review their effectiveness [and have a designated Governor with oversight for this](#).
- 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.
- [Ensure there is full understanding of and compliance with the DfE Data Protection guidance for schools, with supporting data policies and processes, working to prevent personal data breaches.](#)

### **6.3 All Staff**

It is recognised that staff play a key role in safeguarding as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. All staff 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 the various child protection / safeguarding issues outlined in KCSiE 2024 and associated indicators of, for example, abuse, neglect, exploitation, violent extremist radicalisation, sexual violence, and sexual harassment and to record and report concerns immediately to staff identified with child protection responsibilities within the school.

Staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSL if they have any concerns about a child.

In line with existing and relevant policies, for example, Staff Code of Conduct and student Behaviour Policy, staff will determine how best to build trusted relationships with children, young people and parents/carers which facilitate appropriate professional communication.

All members of staff have a responsibility to:

- provide a safe environment in which children can learn.
- be aware of the indicators of abuse, neglect, and exploitation 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.
- Understand the importance of compliance with the DfE Data Protection guidance for schools, and supporting data protection policies and processes.
- All staff have received training / briefing; had time allocated to read and the opportunity to seek advice or clarification about the current:
  - Keeping Children Safe in Education 2024 – Part 1 for those who work directly with children (Safeguarding information for all staff) and / or Annex A for members of staff who do not work directly with children (Safeguarding information for school and college staff).
  - School Staff Code of Conduct 2024.
  - School Whistleblowing Guidance 2024.
  - School Behaviour & Attendance policies - and understand the safeguarding context of both.
  - Staff Reference Guide CP and Safeguarding Policy 2024-2025.
  - The role and identity of the DSL, DDSL & DSG.
- All staff have access to the current: Staff share on the network and in the PPA room.
  - Keeping Children Safe in Education (Sept 2024) full guidance.
  - School Strategic Child Protection & Safeguarding Policy 2024-2025.
  - What to do if you are worried a child is being abused (March 2015).
  - Guidance for safer worker practice for those working with children and young people in education setting February 2022.

## 6.4 Children and Young People

Through the commitment to, and maintenance of, a robust and effective safeguarding culture and procedures, every effort will be made to ensure that every pupil/student will:

- feel safe, be listened to, and have their wishes and feelings considered.
- confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- contribute to the development of safeguarding policies and practice.
- receive help from a trusted adult.
- learn how to keep themselves safe, including online.

## 6.5 Parents and Carers

At Boothferry 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 Early Help and intervention by Early Help Support Services are a key source of potential support. This will be underpinned by open and honest communication and transparency in terms of purpose, always working in the best interests of the child.

However, we ensure that parents are aware that there may be certain circumstances when we need to progress concerns in relation to child protection and seek advice from SaPH, in line with local procedures outlined in the 'Effective Support Guidance' without parental / carer consent or knowledge. Please see Appendix 9.

Parents are also made aware that this policy is available from the school and is on the school website. The name and contact details (via school) of the DSG is publicised should parents wish to raise any suggestions or queries about the Policy or specific issues. Any such concerns will be considered when the policy is reviewed and responded to by the DSL, DSG or Headteacher.

If staff are concerned that a parent collecting a child is incapable of doing so safely, they should refer to guidance in Appendix 8 and follow normal safeguarding procedures.

Boothferry will work with Parents/carers as part of the commitment to support effective safeguarding practice and seek support from parents/carers through:

- understanding and adhering to the relevant Boothferry policies and procedures.
- talking to their children about safeguarding issues and support the School/College in their safeguarding approaches.
- identifying behaviours which could indicate that their child is at risk of harm including online.
- seeking help and support from the School/College or other agencies.

## 7. Child Protection Procedures

### 7.1 Identifying Concerns

School staff are particularly well placed to observe and should be alert to indicators of abuse and neglect and the various forms of exploitation and risk, any changes in behaviour or poor or unexplainable and/or persistent absences from education. Risk, abuse, and exploitation can occur in and out of the education setting, in person and online.

When concerned about the welfare of a child, staff will always act in the best interests of the child and staff will maintain an attitude of 'it could happen here' where safeguarding is concerned.

Working Together to Safeguard Children (2023) and KCSiE 2024, outline the definitions and indicators of abuse, [exploitation](#) and neglect and all staff are made aware of this. Please also refer to Appendix 1. The DSL and DSG ensure that all staff have received and been given the time to read KCSiE 2024, Part One or Annex A and have access to the full guidance.

Additional, localised information is also contained in the ERSCP document – *'Effective support for children, young people and families in the East Riding of Yorkshire Guidance for all practitioners in working together to support families and safeguard children.'*

All staff are made aware of the possible indicators of abuse, neglect, [and exploitation](#) and how to respond to [allegations and information shared that may lead to concerns](#).

Understanding the indicators of abuse, neglect, [and exploitation](#), is key to fashioning an appropriate response to concerns as early as possible and provide the support required to prevent escalation and a worsening situation. It is recognised that there are a wide range of potential safeguarding issues that school staff need to be aware – [see Section 5.4](#). When assessing whether a child may be suffering actual or potential harm, there are [5 key areas](#), which often overlap (see Appendix 1 for further information):

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect



## 5. Exploitation

Child specific issues will always be considered as it is recognised that some children have additional or complex needs and may require access to intensive or specialist services to support them. The DSL will liaise with appropriate colleagues (e.g., SENDCo).

Safeguarding incidents and/or concerns can be associated with factors, **exploitation** and risks outside the **family**, home, and education setting. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Indicators of child abuse, **exploitation** and neglect can vary from child to child and concerns may arise in many different contexts, from a variety of sources and can vary significantly in terms of nature and seriousness. Children develop and mature at different rates, as such it is necessary to locate concerns and behaviours on a continuum – i.e., what appears to be worrying behaviour for a younger child might be normal for an older child.

It is also important to recognise that indicators of abuse, **exploitation** and neglect do not automatically mean a child is being abused. The DSL will take seriously all concerns shared and explore them individually.

Technology can be a significant component in many safeguarding and wellbeing issues; children are at risk of abuse online from people they know (including other children) and from people they do not know; in many cases, abuse will take place concurrently via online channels and in daily life.

Following a concern about a child's safety or welfare, the searching and screening of children and confiscation of any items, including any electronic devices, will be managed in line with the School/College Behaviour Policy and/or 'Searching, Screening and Confiscation' policy which is informed by the DfE 'Searching, screening and confiscation at school' guidance (July 2022).

The DSL (or deputy) will be informed of any searching incidents (ideally in advance and thus can contribute to the decision making and any arrangements) where there were reasonable grounds to suspect a pupil/student was in possession of a prohibited item as listed in our Behaviour Policy. The DSL (or deputy) will then consider the circumstances of the pupil/student who has been searched to assess the incident against any potential wider safeguarding concerns. Staff will involve the DSL (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

## 7.2 Responding to Concerns

***“Never Do Nothing – Do the basic things well - It can happen here”***

***“If in doubt SHARE---this protects you, the school and the pupil”***

The ERSCP document - 'Effective support for children, young people and families in the East Riding of Yorkshire: Guidance for all practitioners in working together to support families and safeguard children' – provides comprehensive information, advice and guidance on local procedures and should be used as a point of reference to support and inform decision making across safeguarding and child protection concerns.

All staff have a responsibility to respond to disclosures **allegations** shared by children or other concerns and pass these concerns on to the DSL immediately.

Staff do not need 'proof' of abuse, **exploitation or neglect** and should not 'investigate' concerns.

This information must be recorded on the 'Record of Concern Form.' (Appendices 2 – 5 and Appendix 12, for supporting documents) if no access to CPOMS, otherwise all information to be recorded on CPOMS.

Concerns relating to marks or injuries must also be recorded on a 'Body Map' (Appendix 4) which should be attached to the 'Record of Concern Form' (Appendix 3). If using a body map injuries or marks must be described, in addition to locating on the body map. Body maps can be found on CPOMS.

Photographs must not be taken of any marks or injuries.

Staff are briefed on procedures and regularly reminded to maintain an 'It could happen here' attitude and not to dismiss concerns or **allegations** as insignificant. **The approach of staff will be informed by consideration of the following:**

- information and concerns may provide a vital link to other information.
- concerns must be shared with the DSL immediately or as soon as possible.
- investigation or seeking proof should not take place as this is the role of the DSL / DDSL
- not promising secrecy to children or adults making allegations or sharing concerns but reassure them that information will be shared appropriately and confidentially.
- to avoid closed questions that lead a child into a particular answer but if they need to clarify aspects of an allegation or concerns shared by or about a child use only 'TED' type questions (i.e., **Tell me – Explain - Describe**)
- not to delay recording or passing concerns to the DSL.

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 Section 18.3) 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 and how to progress communication and information sharing with parent / carer and partner agencies.

The DSL will acknowledge receipt of any concerns and provide an update progress.

### **7.3 Children suffering or at risk of suffering significant harm.**

If it is considered that a pupil has suffered or is at risk of significant harm the parent / carers will be made aware that the school will need to discuss the matter with the SaPH. Every effort should be made to communicate openly and honestly with parents and gain consent.

However, this may not be the case, if it is thought that:

- Informing parents/ carers might place the child at continued or increased risk.  
**and/or**
- There is a possibility that a crime may have been committed.  
**and/or**
- In cases of suspected fabricated illness, radicalisation, FGM or Forced marriage.  
**and /or**
- Informing parents/ carers might place staff at risk.

When a delay in obtaining consent may put a child at risk, a contact to SaPH will be made before discussing the matter with parents or carers.

In any case this will be done as soon as possible after the information or concern emerges to ensure that the SaPH and in some cases the Police are able to respond within the school day.



After a telephone contact to the SaPH the DSL or other delegated member of staff will email a completed Request for Service Form (Appendix 13) - ideally immediately after initial telephone referral and at the latest within 24 hours to support informed decision making.

If the child is already 'Open' to CSC an initial contact will be made with the Social Worker or if unavailable the 'Duty' team member at CST and if necessary, the CSC Team Manager.

In the case of a child open to a 0-25 team Social Worker the school will contact her/ him. If open to a non-Social Work 0-25 worker, then the SaPH will be contacted.

In all cases records of discussions with the SaPH and other professionals will be recorded in the child's file.

## **7.4 Emergency Duty Team**

The principal responsibility of the CEDT is to respond to out of hours contacts in relation to child/ren where intervention from ERYC is required to safeguard a vulnerable child/ren and where it would not be safe, appropriate, or lawful to delay that intervention to the next working day.

If a child or children are deemed to have or be at risk of significant harm and it is outside office hours, the school will contact CEDT to discuss their concerns.

On contacting CEDT, the school are aware that the call will be taken by a Lifeline operator and not a social worker. Lifeline will then pass the information onto an on-call social worker.

School will have the following information for the call:

- Name of the family and the child(ren) involved.
- Age(s) of the child(ren).
- Address and telephone numbers.
- Whereabouts of the child, if known.

Prior to contacting CEDT, school will consider the following to aid decision making:

- 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 the child has an injury describe this.
- If yes, how often has this happened and what are the triggers?
- 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 chronologies can you submit to support your referral?
- What would the family like to change?

The school will ensure they are available and contactable to receive a call back from the CEDT social worker who may need to gather further information or confirm the outcome of the contact.

All of the above will be fully recorded on the child's file and information shared on an 'as required' basis.

## **7.5 Case Conferences, Core Group, TAF & Strategy Meetings**

Boothferry recognises the pivotal role we have to play in multi-agency safeguarding arrangements and is committed to its responsibility to work within the local ERSCP multi-agency safeguarding arrangements as identified within 'Working Together to Safeguard Children.'

The SLT, Governing Body and DSL will work to establish strong and co-operative local relationships with professionals in other agencies, will work positively with partner agencies to promote the safety and well-being of pupils. The DSL & Headteacher will ensure that the appropriate member(s) of staff attend support and attend all relevant meeting, including Initial & 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.

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.

Where meetings occur outside of school term times, we will attempt to ensure representation at these meetings and where possible and practical host such meetings. Where not possible, the SiET will offer this support.

Feedback following conferences & meetings will be given to school staff under the 'need to know' principle on a case-by-case basis.

## **7.6 Children's Concerns**

Boothferry recognises that a child centred approach is an essential part of effective safeguarding practice and that listening to children and young people is central to safeguarding them against abuse, [exploitation](#), and neglect. We will seek to develop resilience in the children and ensure that they are aware that they can seek help and support, how this can be accessed and that their concerns will be treated seriously.

All staff realise the difficulties children and young people may have in [sharing concerns \(e.g., in relation to abuse, exploitation, neglect\)](#) and recognise how important it is for staff to understand [this](#) and how to respond to concerns about it. Staff will also need to be able to determine how best to build trusted relationships with children and young people which facilitate communication.

Staff will maintain vigilance and **awareness** and professional curiosity, speaking to the DSL if they have concerns about a child. This extends to an understanding that children can be at risk of harm inside and outside their home, education setting, and online.

Children will be made aware of the opportunities available to them to seek advice and support within the formal and informal curriculum. (Appendix 6). This includes the teaching of the appropriate Relationship & Health Education (Primary) Relationship, Sex and Health Education (Secondary) curriculum.

Children and young people are made aware that the school's approach to any incident of child-on-child abuse (including sexual violence and sexual harassment) is confidential and they understand that their concerns will be treated seriously. The schools reporting mechanism is promoted via CPOMS and the guidance from Part Five of KCSiE 2024 is followed.

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. In turn this will inform the ongoing development of support structures and safeguarding procedures.

## **7.7 Feedback and escalating concerns about individual cases**

When a 'Request for Service' is made, SaPH or EPHH will inform the school of the outcome and decisions made for the child. If the school does not receive written feedback on the decision reached by SaPH or EPHH within 24 (or sooner in urgent cases) or 48 hours respectively the school will contact the appropriate Hub to seek advice.

If the DSL disagrees with the advice or action made by SaPH, the EPHH or the CST and/or the concerns are escalating or that there are delays for the child, the DSL will discuss this with the appropriate Manager and if the concerns persist follow the [ERSCP](#) escalation policy:

*"Resolving Inter-Agency Disagreements Professional Resolutions Practice Guidance for use by practitioners from all agencies"* (ERSCP. August 2022)

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

The DSL will ensure that a record of all information is 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 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 themselves.

## **7.8 Confidentiality**

It is recognised that all matters relating to Child Protection are highly confidential and the DSL / DDSL 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. Restricted categories are in place to keep information confidential.

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 made aware that such breaches of confidentiality and data protection may result in disciplinary action as such breaches place vulnerable children at risk. In addition, such breaches would bring the school into disrepute and under GDPR legislation, potential heavy fines.

Staff are aware that whilst they have duties to keep information confidential, they also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate

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.

## **7.9 Information Sharing**

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

The DSL/headteacher will ensure that the sharing of information is in line with the UK Data Protection Act 2018 and UK GDPR and following principles as outlined in *“Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE, May 2024)”*

Staff are aware that General Data Protection Regulation (GDPR), Data Protection Act 2018 and Human Rights Law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately. To this end staff will:

- Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- Seek advice from other practitioners, or information governance lead, if there is any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 staff may share information without consent if, in their judgement, there is a lawful basis to do so, such as where safety may be at risk. Staff will base any judgement on the facts of the case. When sharing or requesting personal information from someone, staff will be clear of the basis upon which this is being done. In the absence of consent staff will be mindful that an individual might not expect information to be shared.

- Consider safety and well-being and base any information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
- Staff will ensure that the information shared is necessary for the purpose for which it is being shared and only with those individuals who need to have it. That the information is accurate and up to-date, is shared in a timely fashion, and is shared securely.
- A record of the decision and the reasons for it – whether it is to share information or not. If staff decide to share information, then there will be a record of what has been shared, with whom and for what purpose.
- Boothferry has an appropriately trained Data Protection Officer (DPO) as required by the UK General Data Protection Regulations (UK GDPR) to ensure compliance with all matters relating to confidentiality and information sharing requirements.

Due regard will be given to the relevant data protection principles, which allows the sharing and withholding of personal information. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

## **8. Record keeping and Transferring / Retaining Records**

It is essential to keep timely, detailed, accurate and accessible records in order to protect children effectively and all times Information Sharing guidance and GDPR (2018) will be followed.

All staff are made aware of the need to record and report concerns about a child or children within our school immediately to the DSL. If there is an immediate safeguarding concern, the member of staff will consult with the DSL before completing the form as reporting urgent concerns must always take priority.

If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL – always observing the principle “IF IN DOUBT, SHARE”.

All reports of concern and other entries on a child's Child Protection file must include a record of actions taken by the internal referrer or DSL and the outcome.

All staff should record such concerns or [disclosures and information / allegation](#) on a 'Record of Concern' sheet (Appendix 3) and if needed a Body Map (Appendix 4).

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.

Child protection records will be kept confidential and stored securely, will be kept for individual children, and will be maintained separately from all other records relating to the child.

Each individual Child's file of concern or official documentation will contain a 'Cover & Summary Sheet Appendix 5 and a Chronology sheet Appendix 13 which 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 on the chronology sheet. The file will also contain all other relevant information but be separate from the child's other school records.

Separate child or if appropriate, family CP files are stored in a locked and secure location in the Headteachers office. Only the DSLs, Headteacher and other appropriate Senior or Pastoral Staff have access to these files.

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 (2018).

Only factual verified information is recorded as such. Information 'reported' by outside individuals is clearly indicated as such.

Parents may request to read their child's file under Subject Access Request or GDPR. School will seek legal or safeguarding advice from the LA, [data.protection@eastriding.gov.uk](mailto:data.protection@eastriding.gov.uk), 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.

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.

Child Protection records are reviewed on a minimum of each term to check whether any action, advice or updating is needed.

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.

Records are sent or if possible, handed to the receiving school separately from other records and marked 'Private & Confidential for the attention of the DSL'. If sending by post records will be

(1) sealed in an envelope and marked as above and

(2) sealed in an addressed envelope before sending by recorded delivery

Where records are transferred electronically via a commercial e system, the DSL will oversee the task and ensure that the effective transfer is completed and transfer protocols adhered to. Electronic transfer outside of such a system should involve password protecting documents and, sending this separately and where possible and ideally using a secure email.

In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving, for example, information that would allow the new school or college to continue to provide support.

Where the School/College receives child protection files from another setting, the DSL will ensure key staff such as the Special Educational Needs Coordinators (SENCOs) / named person with oversight for SEND, will be made aware of relevant information as required.

Where a pupil/student joins the school and no child protection files are received, the DSL will proactively seek to confirm from the previous setting whether any child protections exist for the pupil/student, and if so, if the files have been sent. 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. Complaints

Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk). Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

The **SLT** at Boothferry will take all concerns reported to the School/College seriously and all complaints will be considered and responded to in-line with the relevant and appropriate process.

Anything that constitutes an allegation against a member of staff or volunteer or is identified as a low-level concern, will be dealt with in-line with Section 18 of this policy.

## 10. Early Help

**Early Help** means providing support as soon as a problem emerges at any point in a child's life, for children of all ages. Providing Early Help is more effective in promoting the welfare of children than reacting later and improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Staff will be alert to the potential need for Early Help and share any concerns that may indicate this would be of benefit to a child / family and seek consent to do so.

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.

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' 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.

**In line with local protocols**, 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.

## 11. Specific Safeguarding Concerns – Further Information

Part One and Annex B of KCSiE 2024 and Section 5, provide further information on the types of abuse and a range of specific safeguarding issues.

All staff are made aware of the possible indicators of abuse, **exploitation**, and neglect and how to respond to disclosures **concerns and allegations** and **information shared**, following the identified procedures. Staff are aware that some children have an increased risk of abuse, both online and offline, as listed below.

### 11.1 Physical, Emotional, Sexual Abuse and Neglect

Please see Appendix 1 – Categories of Abuse, **Neglect and Exploitation**, for further information



## 11.2 Child-on-Child Abuse

All staff are aware that children can abuse other children and that this can happen inside and outside of school and online. It can be an isolated incident or part of a pattern and may involve, power imbalance, intent, and repetition. All staff are aware of the different types of child-on-child abuse and the indicators, which include, but are not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- Abuse in intimate personal relationships between children.
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence and sexual harassment.
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery).
- 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.
- Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
- Initiation/hazing type violence and rituals.

Boothferry recognises that even if there are no reported cases of child-on-child abuse, such abuse is still likely to be taking place and it may be the case that it is just not being reported. As such, it is important that staff speak to the DSL (or DDSL) about any concerns regarding child-on-child abuse.

All staff are aware of their responsibility to model appropriate behaviour and the need to report any suspicions to the DSL who will act appropriately to ensure this is investigated, acted upon and any support required is delivered.

All staff will routinely challenge inappropriate behaviour as part of a school wide commitment to 'zero tolerance' of child-on-child abuse. In this way, any potential for such behaviours to become tolerated, normalised, or dismissed will not be realised. In line with this, staff will encourage students to share any concerns, confident and safe in the knowledge that this will be taken seriously, and concerns acted upon, and support provided. This may involve utilising the school Behaviour Policy and sanctions where appropriate.

Students are aware of how to share concerns in confidence.

The school/college RSE / RSHE curriculum supports pupils to identify this type of abuse, supports them to know this is not acceptable in anyway and supports children to seek support should they require it. This represents a key aspect of teaching safeguarding, maintaining an effective safeguarding culture and a school wide preventative approach to safeguarding.

Concerns about pupils/students' behaviour, including child-on-child abuse taking place offsite will be responded to as part of a partnership approach with pupils/students' and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, acceptable use, behaviour and child protection policies.

If there is a concern that the level of possible abuse may 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



Early Help Hub, appropriate contact and Request for Service (if needed) will be made in-line with local safeguarding procedures.

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 web site –

<https://www.eastriding.gov.uk/living/crime-and-community-safety/reporting-a-crime/>

This will not prevent or delay the school in following their own internal disciplinary procedures and/or making a Request for Service to SaPH if this is required.

If an incident has occurred during the school day or is occurring, that is clearly an urgent criminal matter, 999 must be called.

Where any child involved in child-on-child abuse is an open case to partner agencies **the lead professional will be updated, and school will share information with and take advice from these agencies. This will include the status of any investigation, supervision, forward planning and details of any Police involvement.** 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 assume 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 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.

Staff are aware that 'up skirting' behaviour is a criminal offence and must be reported as such to senior staff as a form of sexual harassment.

### **11.3 Child-on-Child Sexual Violence and Harassment**

When responding to concerns relating to child-on-child sexual violence or harassment, the guidance outlined in Part five of KCSIE 2024 will be followed, along with the SiET 'Guidance to school and education settings for managing incidents of Inappropriate Sexual Behaviour(s), Sexual Harassment and Violence'.

It is recognised that sexual violence / abuse and sexual harassment can happen anywhere, and all staff will maintain an attitude of 'it could happen here' and that sexual violence and sexual harassment can occur between two children of any age and sex.

Boothferry adopts a school wide 'zero tolerance' approach to such behaviours can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face-to-face (both physically and verbally). Sexual violence and sexual harassment are never acceptable.

A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, or ever be made to feel ashamed for making a report. All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe.

Abuse that occurs online or outside of the School/College will not be dismissed or downplayed and will be treated equally seriously and in-line with relevant policies/procedures, for example anti-bullying, behaviour, child protection and online safety.

With regard to the law, it will be explained that the law is in place to protect children and young people rather than criminalise them. This will be done in such a way to avoid creating alarm or distress.

Staff recognise that an initial disclosure allegation or sharing of a concern to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse. All staff will be aware certain children may face additional barriers to telling someone, for example because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation.

Any concerns should be shared immediately with the DSL (or DDSL) who is likely to have a complete safeguarding picture and will be the most appropriate person to advise on the initial response:

- The DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator, and any other children involved/impacted, in-line with part five of KCSIE 2024 and relevant local/national guidance and support.
- The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all students and staff and any actions that are required to protect them.
- Any concerns involving an online element will take place in accordance with relevant local/national guidance and advice.
- Reports will initially be managed internally by the DSL and where necessary advice sought and information shared with partner agencies (SaPH, Police, Early Help etc.).
- Important considerations which may influence this decision include:
  - the ages of the children involved.
  - the developmental stages of the children involved.
  - if the alleged incident is a one-off or a sustained pattern of abuse - sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature.
  - any other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.
  - whether there are any ongoing risks to the victim, other children / students, or staff.
  - the wishes of the victim in terms of how they want to proceed.
  - the nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behaviour has been displayed.
  - any power imbalance between the children.
  - that sexual violence and sexual harassment can take place within intimate personal relationships between children.
  - understanding intra familial harms and any necessary support for siblings following incidents.

In most instances, the DSL will engage with both the victim's and alleged perpetrator's parents/carers when there has been a report of sexual violence and / or harassment; but this will depend on a case-by-case basis.

The exception to this is if there is a reason to believe informing a parent/carer will put a child at additional risk.

Any information shared with parents/carers will be in line with information sharing expectations, school confidentiality policy, and any data protection requirements, and where they are involved, will be subject to discussion with other agencies (for example Children's Social Work Service and/or the police) to ensure a consistent approach is taken.

If at any stage the DSL is unsure how to proceed, advice will be sought from the either / or the Safeguarding in Education Team and SaPH.

#### **11.4 Honour Based Abuse (HBA)**

All staff are reminded of the need to be aware of such abuse as outlined in Part 1 and Annex B of KCSiE 2024, and the statutory duty and responsibility to report concerns related to Female Genital Mutilation.

So-called 'Honour' Based Abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, Forced Marriage, and practices such as Breast Ironing.

All forms of HBA are abuse, regardless of the motivation, and concerns will be responded to as child protection concerns and in-line with school and local safeguarding arrangements. Staff will report any concerns about HBA to the DSL (or a deputy) who will consider a contact to SaPH. If there is an immediate threat or risk of abuse, the Police will be contacted via 999.

Whilst all staff will speak to the DSL (or DDSL) with regard to any concerns about Female Genital Mutilation (FGM), there is a specific legal duty on Teachers:

- If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the Police and will be supported by the DSL in doing so (see below)

##### **11.4.1 FGM Reporting Procedure**

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.

1. 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. If the child is believed to be at immediate risk, the Police should be contacted on 999.
2. The DSL or Teacher will follow advice from SaPH before discussing such concerns with parents or carers.
3. If a member of staff discovers ~~by disclosure by~~ **from the victim, or peer or other source**, 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 should contact the Police and then SaPH.

4. In this case, if the member of staff is a teacher (or employed to carry out teaching duties) the referral to Police and 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.
5. The written request for service should be made immediately.
6. If the DSL or Deputy DSL is not available within this timescale, the member of staff should contact SaPH and update the DSL.
7. A written 'Request for Service Form' should be forwarded to SaPH in-line with ERSCP safeguarding procedures.

#### **11.4.2 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.

#### **11.5 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 place their safety and welfare at risk. This is particularly important in respect of potential exploitation.

#### **11.6 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) and County Lines**

Staff are made aware of the possible indicators of CSE and CCE and the need to refer these concerns to the DSL. All staff have received and been given time to read KCSiE 2024 Part One and have access to Annex B: Further information. Any concerns will be referred to SaPH in order that the LA can consider this information in-line with the 'Effective Support Guidance.'

It is recognised that both CSE and CCE are forms of abuse **and exploitation** that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity. Routinely, this will be in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Staff are aware that children can become trapped **by such exploitation** as perpetrators can threaten victims and their families with violence or entrap and coerce them into debt. Children involved in criminal exploitation often commit crimes themselves which can mean their vulnerability as victims is not always recognised (particularly older children) and they are not treated as victims, despite the harm they have experienced. The experience of girls who are criminally exploited can also be very different to that of boys and that boys and girls being criminally exploited may be at higher risk of child sexual exploitation (CSE).

Staff recognise that CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities and includes 16 and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited, for example, they may believe they are in a genuine romantic relationship.

## County Lines

Staff are aware that the exploitation of children to be used to carry drugs and money from urban to suburban, rural, market and seaside towns, is a growing problem and that the East Riding is an area that is targeted.

### **11.7 Possible Violent Extremist Radicalisation & Hate Incidents**

Boothferry is aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have “due regard to the need to prevent people from being drawn into terrorism”, also known as the Prevent Duty and the specific obligations placed upon us as an education provider, regarding risk assessments, working in partnership, staff training, and IT policies.

Staff are made aware that children are **susceptible** to extremist ideology and radicalisation and staff will be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Concerns about the possible radicalisation of, or influence on children by violent extremist political or religious groups should be referred to the DSL.

If it is felt that there are concerns about possible 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 local authority, [prevent@humberside.pnn.police.uk](mailto:prevent@humberside.pnn.police.uk) and [prevent@eastriding.gov.uk](mailto:prevent@eastriding.gov.uk) (Appendix 12). 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 Web site:

<https://www.eastriding.gov.uk/living/crime-and-community-safety/reporting-a-crime/>

or

<https://www.humberside.police.uk/ro/report/ocr/af/how-to-report-a-crime/>

This will not prevent or delay the school in following our own internal disciplinary procedures in such cases.

The school ensures that controversial issues are discussed and covered within the curriculum and that these are not avoided but dealt with appropriately within the planned and informal curriculum.

Following an assessment of the levels of risk within the school and wider community, appropriate levels of training will be given to DSL, senior staff, and other staff.

The RSE / RSHE 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 RSHE / RSE activities within school.

### **11.8 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. Any concerns regarding serious violence will be reported and responded to in-line with other child protection concerns by speaking with the DSL or DDSL. The initial response to child victims is important and staff will take any allegations seriously and work in ways that support children and keep them safe.

Indicators may include unexplained gifts or new possessions, increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new

possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of CCE.

### **11.9 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.

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).

### **11.10 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, or where the placement is likely to be more than 28 days, a request for service to SaPH will 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 if the school has concerns about such arrangements.

### **11.11 Mental Health and Emotional Well-being**

All concerns in relation to student Mental Health and Emotional Well-Being will be shared promptly with the DSL or DDSL. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Staff recognise that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACE), can impact on their mental health, behaviour, and education.

The school will arrange support for children with Emotional & Mental Health 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. The DSL will contribute to school planning to provide appropriate support structures in this area.

### **11.12 Nude and/or semi-nude image sharing by children.**

Note: The term 'sharing nudes and semi-nudes' is used to mean the sending or posting of nude or semi-nude images, videos or live streams of/by young people under the age of eighteen. Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding



to incidents complex. The 'UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people' guidance outlines how schools and colleges should respond to all incidents of consensual and non-consensual image sharing; it should be read and understood by all DSLs working with all age groups.

Boothferry recognises that consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as youth produced/involved sexual imagery or "sexting") can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).

DSLs will respond to concerns in-line with the non-statutory UKCIS guidance: '[Sharing nudes and semi-nudes: advice for education settings working with children and young people Responding to incidents and safeguarding children and young people](#)' (UKCIS, Feb. 2024) and '[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)' (DfSIT, March 2024). The local 'Effective Support Guidance' will also be used as a point of reference. When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos:

The DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.

Parents/carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.

All decisions and action taken will be recorded in-line with our child protection procedures.

A contact will be made to SaPH and / or the Police immediately if:

- the incident involves an adult (over 18).
- there is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs.
- the image/videos involve sexual acts and a child under the age of thirteen, depict sexual acts which are unusual for the child's developmental stage, or are violent.
- a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.

The DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.

If DSLs are unsure how to proceed, advice will be sought from SaPH and / or SiET.

Staff are advised when they have identified concerns involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos by children:

- to report any concerns to the DSL immediately.
- never to view, copy, print, share, forward, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already inadvertently viewed imagery, this will be immediately reported to the DSL.
- not to delete the imagery or ask the child to delete it.
- to avoid saying or doing anything to blame or shame any children involved.
- reassure the child(ren) involved and explain that the DSL will be informed so they can receive appropriate support and help. Do not promise confidentiality, as other agencies may need to be informed and be involved.
- not to investigate or ask the child(ren) involved to disclose information regarding the imagery.

- to not share information about the incident with other members of staff, children/young people, or parents/carers, including the families and child(ren) involved in the incident; this is the responsibility of the DSL.

## **12. Supporting Vulnerable Children and those potentially at risk of harm**

Children may be potentially vulnerable or at risk as a result of a wide range of factors, (some of which may be interlinked), for example, because they have additional or Special Educational Needs, are a Child Looked after, have experienced or are experiencing any form of [abuse, exploitation or neglect or](#), complex or adverse family circumstances and [this can also include frequently missing/goes missing from education, home or care has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit](#)

At Boothferry we will seek to provide such children with the necessary support and to build their self-esteem and confidence.

Staff in contact with such children will be made appropriately aware of the child's needs and circumstances to maximise the effectiveness of support. Information from the DSL or other pastoral staff will inform the development of support structures in respect of key areas such as attendance, learning, behaviour, and mental & emotional health.

### **12.1 Children with a Social Worker**

Advice and guidance are available from the VCET - Strategic Lead for the Education of Children with a Social Worker. Due regard will be given by Boothferry to the non-statutory guidance DfE Guidance, '[Promoting the education of children with a social worker and children in kinship care arrangements: virtual school head role extension](#)' (DfE, March 2024)

The DSL will maintain records and details of children who have a Social Worker and [Children in Kinship Care](#) and where possible, where there has been previous involvement of a Social Worker. The DSL will liaise with staff as appropriate to ensure relevant information is shared and that there is a consistency of approach and support.

In turn, this will inform support and decision making to promote positive outcomes spanning attainment and progress as well as pastoral and safeguarding considerations (for example, responding to [attendance concerns](#) and provision of pastoral and/or academic support).

The DSL will ensure that the allocated Social Worker is kept informed, as appropriate, of any concerns / significant events. Boothferry will support the work of partner agencies and Social Workers.

### **12.2 Children who are Lesbian, Gay, Bisexual, or Gender Questioning**

The fact that a child or a young person may be LGBTQ is not in itself an inherent risk factor for harm, however, recognises that Boothferry children who are LGBTQ or are perceived by other children to be LGBTQ (whether they are or not) can be targeted by other children or others within the wider community – [in person and online](#).

Furthermore, it is recognised that risks can be compounded where children who are LGBTQ lack a trusted adult with whom they can be open. LGBTQ is included within our RSHCE curriculum, and our staff will endeavour to reduce the additional barriers faced and provide a safe space for children to speak out or share any concerns.



This approach is underpinned by the school wide commitment to inclusion and a zero-tolerance approach to any form of child-on-child abuse and prejudicial / discriminatory behaviour(s), including Transphobic behaviour.

Every effort will be made to provide a safe, inclusive and supportive environment for any child who is lesbian, gay, bisexual, or gender questioning. It is acknowledged that this is a potentially complex and challenging area of safeguarding practice that remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published. However, in line with the guidance incorporated within KCSiE 2024, school will take a cautious approach to supporting a gender questioning child by:

Consider the broad range of the individual's needs.

Doing this in partnership with their parents (except in rare circumstances where involving parents would bring a significant risk of harm to the child).

Including any clinical advice that is available and encourage parent to seek such help and advice.

Considering how to address wider vulnerabilities, such as the risk of bullying, complex mental health, and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.

This approach will not detract from support available but will be used to inform structured decision making.

### **12.3 Children Looked After (CLA) and Previously Looked After Children (PLAC)**

Boothferry recognises the common reason for children becoming looked after is because of abuse and/or neglect and a PLAC also potentially remains vulnerable.

The Designated Teacher who supports and promotes the educational achievement of CLA and PLAC, working with VCET to promote educational achievement and positive outcomes, will liaise with the DSL and staff involved with the child, to ensure that support is provided and ensure that the needs identified in the child's Personal Education Plan (PEP) are supported by staff involved with the child.

The DSL will maintain records of the Social Worker and Virtual School personnel in the authority that looks after the child and will communicate and share information as required.

The DSL and Designated Teacher will work together to ensure appropriate staff have the information they need to support this vulnerable cohort and also that staff are aware of, and meet the requirements for, information to be made available for the PEP meeting.

### **12.4 Elective Home Education**

Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, Boothferry 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.

## **12.5 Attendance - Children with unexplainable and/or persistent absences from education or for prolonged periods or in an Alternative Provision**

Unexplainable and/or persistent absences from education or for prolonged periods, can act as a vital warning sign to a range of safeguarding issues including neglect, exploitation, sexual abuse, 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 displaying unexplainable and/or persistent absences from education or for prolonged periods will support the identification of such abuse and may help prevent the risk of concerns escalating and children going missing in the future. Relevant statutory guidance will be followed.

We will endeavour to obtain and maintain at least 2 emergency contact phone numbers for each pupil and make all reasonable efforts to ensure that parents are reminded to update the school on number or contact changes. Parents who have not provided 2 contact numbers or updated school will be contacted and asked to provide the contacts. All such attempts to obtain this information will be recorded.

Boothferry 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 children absent from or missing from education, school will make all reasonable efforts to locate the child/ren as required by the guidance.

The LA EWS will be informed 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. The 10 day 'threshold' will be regarded as a maximum period, with earlier notification in the event of increased safeguarding concerns and / or clear evidence from school/college efforts that a child has relocated and whereabouts unknown.

Similarly, we will work with the EWS in relation to the monitoring of potential Pupils Missing Out on Education.

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 who is not open to CSC, that the school has concerns about, does not attend school, the school will, in accordance with the Effective Support Guidance, consult with or place a request for service with SaPH, the EWS and / or the Police depending on the circumstances.

In line with the above arrangements, Boothferry will ensure that they know and monitor the attendance of any children educated off site, for example in an Alternative Provision. The school has an agreed process in place, with Alternative Provision for first day absence calling. The school also retains overall responsibility for safeguarding, attendance, progress and outcomes of any child attending placed at an Alternative Provision, including that safer recruitment / appropriate safeguarding checks have been completed on staff working in the setting.

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.

## **12.6 Children with Special Education Needs (Disabilities)**

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.

As such, all members of staff are encouraged to appropriately explore potential indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability. Staff will be mindful that children with SEND, or certain medical conditions may be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

To address these additional challenges, ongoing consideration will be given on a case-by-case basis, as to whether additional pastoral support and attention for children with SEND is needed. Where necessary, this may involve a review of an Education and Health Care Plan.

The DSL will work closely with the SENDCo to plan support as required.

Boothferry has robust intimate/personal care policies which ensure that the health, safety, independence, and welfare of children is promoted, and their dignity and privacy are respected. Arrangements for intimate and personal care are open and transparent and accompanied by robust recording systems.

### **13. Opportunities to Teach Safeguarding**

Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that pupils/students have a range of age-appropriate contacts and strategies to ensure their own protection and that of others. We recognise that school/college play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour, what is 'safe,' to recognise when they and others close to them are not safe, and how to seek advice and support when they are concerned.

Boothferry will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. This will include covering relevant issues through RSE.

Boothferry recognises the crucial role we have to play in preventative education. Preventative education is most effective in the context of a whole-School/College approach which prepares pupils/students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.

Through our Behaviour Policy and pastoral support system, as well as by a planned programme of evidence based RSE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum, Boothferry will establish and maintain a clear set of values and standards, upheld and demonstrated throughout all aspects of School/College life. Our programme is fully inclusive and developed to be age and stage of development appropriate.

Insert Name recognise that a one size fits all approach will not be appropriate for all children, and a more personalised or contextualised approach, tailored to the specific needs and vulnerabilities of individual children might be needed, for example, children who are victims of abuse and children with SEND.

Our School/College systems support children to talk to a range of staff. All children will be listened to and heard, and their concerns will always be taken seriously and acted upon as appropriate.

### **14. Online Safety and Filtering and Monitoring**

Note: If settings have a separate online safety policy, this section can be reduced or removed and cross-referenced but any such policy needs to incorporate the new requirements on Filtering and Monitoring. If settings fully integrate online safety within the Child Protection Policy and do not have a separate policy,

governing bodies and proprietors should ensure there is sufficient depth of information provided within this section.

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.

In relation to filtering and monitoring, we will adhere to DfE filtering and monitoring standards on school devices and school networks, and in so doing will:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs.
- outline school approach to managing filtering and monitoring e.g., Smooth wall, how monitored and reported, recorded, reviewed, and tested.

Boothferry have established mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Adherence to the standards will be regularly reviewed (at least annually) and involve discussion with IT staff and service providers and the nominated Governor and SLT member for this area of safeguarding as well as the DSL (who will lead and retain responsibility for this). This will be supported by an annual risk assessment that considers and reflects the risks faced by our school community.

As part of their oversight role, our Governing body will ensure staff safeguarding and child protection training includes online safety which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring.

Filtering breaches or concerns identified through internal monitoring will be recorded and reported to the DSL, who will review and respond as appropriate. The DSL will respond to online safety concerns in line with Safeguarding / Child Protection and any other associated policies, including our Anti-bullying Policy, social media Policy and Behaviour Policy: Amend as appropriate.

Internal sanctions and/or support will be implemented as appropriate.

Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

Boothferry uses a wide range of devices and technology systems to facilitate internal and external communication, teaching and information storage. The school Acceptable User Policy (or equivalent) and related policies (insert details), underpin the operation of all school owned devices and systems along with safety and security measures in place.

All communication with pupils/students and parents/carers will take place using School/College provided or approved communication channels; for example, School/College provided email accounts and phone numbers and/or agreed systems: Google Classroom, Microsoft 365 or equivalent etc. Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.

Any access to materials believed to be illegal, will be considered as a safeguarding issue and appropriate action taken to address concerns.

PLEASE NOTE re: Early years providers – As outlined in the EYFS framework (para 3.4), the Headteacher in early years providers needs to oversee the safe use of technology, mobile phones and cameras in the setting by staff. It should be documented how this is achieved in the local setting.

## **15. Training**

### **15.1 All Staff**

The DSL takes the lead role in overseeing and facilitating staff training (including Online Safety and Filtering and Monitoring), ensuring this is at the appropriate level, recorded and refreshed, cascading information and updating all staff on safeguarding issues that require ongoing vigilance.

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 throughout the school year.

As part of this, all staff will receive annual training / briefing about, and have time allocated to read and the opportunity to seek advice or clarification about the current:

- KCSiE 2024 – Part One and / or Annex A (depending upon the role and if they do or do not work directly with children)
- Staff Code of Conduct 2024-2025
- Whistleblowing Guidance 2024-2025
- Strategic Child Protection & Safeguarding Policy 2024-25
- Staff Reference Guide Child Protection and Safeguarding Policy 2024-2025
- Behaviour & Attendance policies - and understand the safeguarding context of both.

This training will also cover.

- The role and identity of the DSL, DDSL & DSG and any other staff who have a safeguarding role / responsibility.
- Briefing on range of safeguarding issues to be aware of (as identified in Part 1 and Annex B of KCSiE, 2024), internal safeguarding procedures and expectations.
- Where key documents and guidance can be accessed

All staff will know where and how to access the current documents listed below: (add where stored)

- KCSiE 2024 (Full guidance)
- School Strategic Child Protection & Safeguarding Policy 2024-2025
- What to do if you are worried a child is being abused (2015)
- Working Together to Safeguard Children (2023)
- Effective support for children, young people, and families in the East Riding of Yorkshire (August 2020)
- Guidance for safer worker practice for those working with children and young people in education setting (February 2022) – Safer Recruitment Consortium
- Staff Code of Conduct 2024-2025
- Whistleblowing Guidance 2024-2025
- [Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers \(DfE, May 2024\)](#)

All staff engaged in 'Regulated Activity' (e.g., teaching and teaching assistant and pastoral staff) and the CoG and DSG complete the ERSCP online training 'Safeguarding in Education' and complete refresher training every 3 years thereafter.

Other staff and Governors complete either the ERSCP online training 'Safeguarding Everyone Level 1' or 'Safeguarding Children Level 2' and complete refresher training every 3 years thereafter.

Boothferry will ensure that all staff receive online safety training as part of induction and that ongoing online safety training / filtering and monitoring and update for all staff will be integrated, aligned and considered as part of our overarching safeguarding approach and curriculum planning.

The DSL will ensure that appropriate staff complete online Prevent and FGM training.

Other short term or visiting staff and volunteers are made aware of the key safeguarding staff and internal Safeguarding reporting procedures within the school.

## 15.2 Governors

### Oversight

The Governing Body in line with the requirements outlined in KCSiE 2024 have strategic oversight and responsibility for safeguarding arrangements, including staff training, incorporating Online Safety, and Filtering and Monitoring. Members of the Governing Body will assume designated roles and lead in areas such as Safeguarding and Online Safety / Filtering and Monitoring.

### Governor Training

The CoG and DSG will complete e-learning module 'Safeguarding in Education,' which will be refreshed every 3 years.

All other Governors will complete as a minimum e-learning module 'Safeguarding Everyone Level 1', which will be refreshed every 3 years.

Training will be completed as part of the induction package for new Governors, including Online Safety and Filtering and Monitoring in line with changes introduced in KCSiE 2024.

The DSG will also completed Safeguarding Governor training led by the SiET.

This training equips Governors with the knowledge to provide strategic challenge to test and assure that safeguarding policies and procedures are effective and support the delivery of a robust whole school approach to safeguarding.

## 15.3 Induction

Boothferry will have a process in place to alert the DSL to all new staff (including agency and third-party staff) / volunteers starting employment and Governors taking up a role. [The Business Manager, Karen Lee will always notify of any new staff.](#)

When new staff or volunteer start, the DSL will ensure that, as part of their induction, they are briefed on the safeguarding expectations and internal structures that support meeting these, along with key documents and the time to read these. The induction process will be recorded, and confirmation of completion signed / logged.

Induction will include:

- KCSiE, 2024 – Part One and / or Annex A (depending upon the role and if they do or do not work directly with children).
- Staff Code of Conduct 2024-2025
- Whistleblowing Guidance 2024-2025
- Strategic Child Protection & Safeguarding Policy 2024-2025
- Staff Reference Guide CP and Safeguarding Policy 2024-2025
- Behaviour & Attendance policies – and the safeguarding context of both.

- The role and identity of the DSL, DDSL & DSG and any other staff who have a safeguarding role / responsibility.
- Briefing on range of safeguarding issues to be aware of, internal safeguarding procedures and expectations (including Online Safety and Filtering and Monitoring) and where key documents and guidance can be accessed.
- Relevant online e. Learning required for and appropriate to the post.

#### **15.4 DSL / DDSL Training**

Due to the significance of these roles in maintaining effective safeguarding practice and procedures, the DSL and DDSL require additional training, skills and knowledge that spans the range of safeguarding concerns that may need to be addressed.

Over and above annual inset staff safeguarding briefing, the DSL and DDSL where applicable, will also ensure that staff receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meeting etc.) to provide them with the skills and knowledge to safeguard children effectively.

The DSL and DDSL where appropriate, have access to a suite of training courses that is a mix of e-learning, facilitated online training and face-to-face training. This training will be regularly reviewed and enhanced by other ERSCP training on topics relevant to the school's specific needs.

The DSL may nominate staff members to train and take a particular lead in areas of safeguarding practice, such as Domestic Abuse, FGM etc.

The SiET have coordinated a package of training courses and distributed this information across education settings in the form of guidance:

- 2024-25 e-learning Training and Staff Training Requirements
- 2024-25 SiET Facilitated Training Calendar and Staff Training Requirements

The DSL and DDSL will use this as a basis to access and update relevant training.

The DSL and Headteacher will oversee training (including Online Safety and Filtering and Monitoring) and provide a termly and annual report to the governing body/proprietor detailing safeguarding training undertaken by all staff and will maintain an up-to-date record of who has been trained and in what, ensuring that training is 'refreshed' as required.

The DSL will ensure that there is an up-to-date record of staff training.

#### **16. Reasonable Force**

There may be circumstances when it is appropriate for staff to use reasonable force in order to safeguard children from harm. Any physical interventions and/or use of reasonable force will be in line with our agreed policy and procedures, and national guidance. Policy and is in line with the DfE *'Use of reasonable force in schools'* guidance, along with further information contained in Part 2 of KCSiE, 2024.

Staff will ensure that the school policy on physical intervention is followed.

All incidents requiring such action will be logged with the Headteacher or appropriate senior manager, and parents informed on the same day.

Incident reports by all staff involved or witnessing the incident will be completed as soon as possible after the incident and on the same day, unless in exceptional circumstances.

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 attempting to reduce the need for reasonable force.

Restorative methods will be considered after each such incident and the pupil/student views on the incident sought.

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.

## **17. Safer Recruitment and Vetting**

The school complies fully with Statutory Guidance KCSiE, 2024, 'Part Three: Safer recruitment' and the ERYC Safer Recruitment (or other HR Provider) supporting guidance, in relation to adverts (including advising applicants that shortlisted candidates will be subject to online checks), application processes, shortlisting and related reference seeking and standardised online checks on candidate at the shortlisted stage, employment history, selection and pre-appointment vetting checks, regulated activity and recording information.

The school ensures that DBS checks on all staff, Governors and volunteers who are engaged in Regulated Activity are carried out as outlined and required in KCSiE 2024. This includes a check with the children's barred list and would alert the school to any Secretary of State section 128 direction. All other required [pre-employment](#) vetting as outlined in KCSiE 2024 will be completed.

The school also ensures that for all other staff (e.g., contractors) who may have regular contact with children, who are not engaging in regulated activity, the appropriate level of DBS checks is either carried out or confirmation of such checks are completed.

An accurate Single Central Record (SCR) is maintained in line with statutory guidance,

The Headteacher and at least one Governor complete appropriate Safer Recruitment training, which it is recommended should be updated every 3 years. All appointment panels will have at least one member who has completed this training in the last 3 years.

All staff that are covered by the:

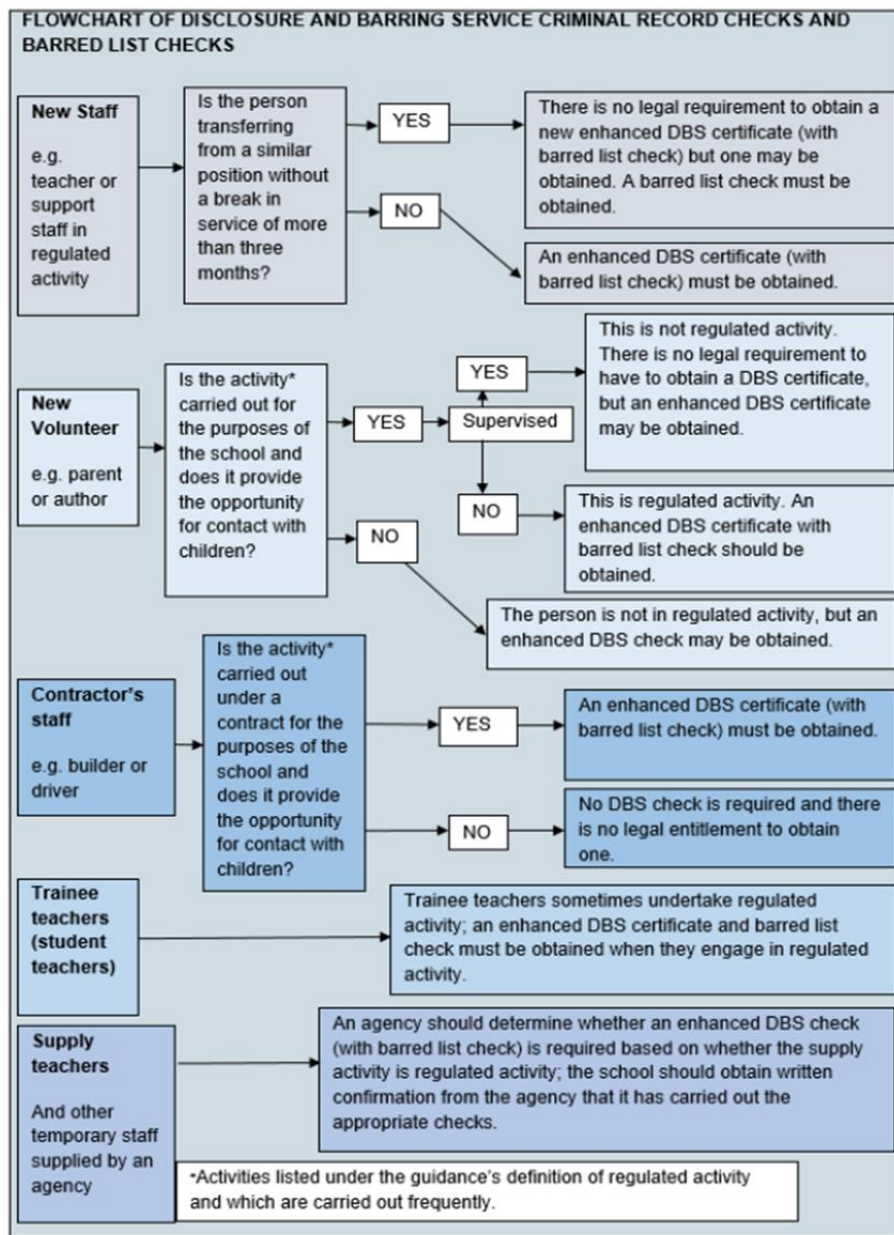
*'Disqualification under the Childcare Act 2006 statutory guidance for local authorities, maintained schools, academies and free schools'* (DfE, Aug 2018) and are aware of their responsibilities to disclose any possible matters (e.g., convictions, cautions, court orders, reprimands, and warnings) that need to be considered under this act. If such disclosures are made, the Headteacher will seek advice from ERYC HR service (or other HR provider) and will liaise with the LADO.

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. **Please also see Section 19**

Where a pupil/student is placed in an alternative provision provider, **Boothferry** will continue to be responsible for the safeguarding of that child. Appropriate checks will be undertaken, and assurance gained to ensure the provider meets the needs of the pupil/student, including written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment.

Where the work experience placements are organized, Boothferry will follow the advice and guidance as identified in Part three of KCSiE, 2024.

See Sections 21 and 22 for further guidance on contractors, visitors etc.



KCSiE, 2024, P. 66

## 18. Allegations against staff, including supply teachers, volunteers and contractors and Whistleblowing

### 18.1 Concerns that meet the 'Harm Threshold.'

KCSiE 2024, Paragraph 362, outlines the 'Harm Threshold' –

1. behaved in a way that has harmed a child, or may have harmed a child, **and/or**
2. possibly committed a criminal offence against or related to a child, **and/or**

3. behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, **and/or**
4. behaved or may have behaved in a way that indicates they may not be suitable to work with children.

In terms of the 'Harm Threshold', staff are aware that an allegation may be made in respect of behaviour that: may have harmed a child, involves a crime, is inappropriate behaviour towards a child either in their professional or private life or behaviour in their private life or the community not involving a child, but that may suggest that they could present a risk to children.

All staff have access to:

- KCSiE 2024 – Part Four: Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors.
- Staff Code of Conduct 2024-2025
- Whistleblowing Guidance 2024-2025
- Contact details for the CoG and LADO

All staff are made aware of their responsibilities and procedures to follow, in the strictest confidence.

However, it must be appreciated that in the case of a whistleblowing situation, an investigation process may reveal the source of the information and a statement by the referrer might be required.

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.

If the allegation concerns the Headteacher, the referrer should contact the CoG, a senior member of staff or the LADO immediately (in the event of concerns/allegations about the Headteacher, where the Headteacher is also the sole proprietor of an independent school, this should be reported directly to the LADO).

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

The Headteacher (CoG, a senior Member of staff) will, on the same day, contact the LADO and follow the statutory guidance KCSiE 2024 Part Four

Following information sharing and a referral to the LADO, discussion will determine if the allegation / potential concern meets the Harm Threshold. Those involved will agree further action to be taken in respect of the child and staff member.

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.

If the member of staff feels that that the actions taken are inappropriate, ineffective or that the situation of concern is continuing and they feel the situation is urgent, they should raise concerns and press for reconsideration or discussion.

## **18.2 Low-level Concerns**

Boothferry may also need to take action in response to 'low-level' concerns about staff.

Additional information regarding low-level concerns is contained in:

- Staff Code of Conduct 2024-2025
- Whistleblowing Guidance 2024-2025
- Low-level Concerns Policy 2024-2025

This includes what a low-level concern is, the importance of sharing them and the confidential procedure to follow when sharing them. Such concerns would include behaviour that is inconsistent with the staff Code of Conduct, including inappropriate conduct outside of work and that does not meet the harm threshold or is otherwise not serious enough to consider a LADO referral.

Examples of such behaviour could include (KCSiE, 2024 Paragraph 433), but are not limited to:

1. Being over friendly with children
2. Having favourites
3. Taking photographs of children on their mobile phone, contrary to school policy
4. Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
5. Humiliating pupils

**Boothferry** has an open and transparent culture in which all concerns about all adults working in or on behalf of the School/College are dealt with promptly and appropriately. This enables us to identify inappropriate, problematic or concerning behaviour early, minimise the risk of abuse and ensure that adults working in or on behalf of the School/College are clear about, and act within, appropriate professional boundaries, and in accordance with our ethos and values.

A 'Low-Level' concern does not mean that it is insignificant; a low-level concern is any concern that an adult working in, or on behalf of, the School/College may have acted in a way that is inconsistent with expectations and the Staff Code of Conduct, including inappropriate conduct outside of work and does not meet the 'harm threshold' or is otherwise not serious enough to consider a referral to the LADO.

Low-level concerns may arise in several ways and from a number of sources. For example, suspicion, complaints, or allegations made by a child, parent or other adult within or outside of the organisation, or as a result of vetting checks.

It is crucial that all low-level concerns are shared responsibly, recorded and dealt with appropriately to protect staff from becoming the subject of potential false low-level concerns or misunderstandings.

Low-level concerns should be shared confidentially in line with the Low-Level Concerns Policy.

Whether all low-level concerns are shared initially with the DSL or another nominated person, or with the Headteacher, is a matter for local arrangement.

If low-level concerns are reported to the DSL, the DSL should inform the Headteacher of all low-level concerns in a timely fashion according to the nature of each particular concern. Additionally, the headteacher/principal may wish to consult with the DSL and take a more collaborative decision-making approach.

The Headteacher is the ultimate decision maker in respect of the response to all low-level concerns and if deemed appropriate, will share concerns and liaise with the LADO to clarify if the Harm Threshold has been met or if the matter can be dealt with as a low-level concern.

Low-level concerns shared about supply staff and contractors will be shared with their employers so any potential patterns of inappropriate behaviour can be identified.

Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified.

Records will be kept confidential and will be held securely and retained and in compliance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and other relevant policies and procedures (for example data retention policies).

Where a pattern is identified, the School/College will implement appropriate action, for example consulting with the LADO enquiry line and following appropriate disciplinary procedures.

### **18.3 Safeguarding Culture and Whistleblowing**

Boothferry are committed to maintaining a safeguarding culture that is characterized by openness, trust and transparency in which our values and expected behaviour, as set out in Staff Code of Conduct 2024-2025 are constantly lived, monitored and reinforced by all staff (including supply teachers, volunteers and contractors) and where all concerns are dealt with promptly and appropriately.

At all times, the requirements of KCSiE 2024, Part Four, will be adhered to and all staff have access to this.

All staff are made aware and regularly reminded that they are in a 'position of trust' and what the implications of that are and 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.

If staff find themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards, they are encouraged and should feel confident to self-refer. This includes where concerns may be felt to be deliberately invented or malicious; such allegations are extremely rare and as such all concerns should be reported and recorded.

The **SLT** at Boothferry will take all concerns or allegations received seriously and all staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in the School safeguarding regime.

All members of staff are made aware of the Whistleblowing Guidance 2024-2025 (amend as required) and the obligation to report concerns and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant School policies including staff behaviour policy and code of conduct.

If staff do not feel able to raise concerns regarding child protection failures internally, they can access the NSPCC whistleblowing helpline. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

Boothferry has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person.

If these circumstances arise in relation to a member of staff at Boothferry, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO

### **19. Use of Premises by other Organisations**

Where services or activities are provided separately by another body using the School/College facilities/premises, the Headteacher and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place regarding safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers. If this assurance is not achieved, an application to use premises will be refused.

Boothferry will refer to the guidance on '*Keeping children safe in out-of-school settings*' (DfE, April 2022) to inform the safeguarding arrangements that these providers are expected to have in place and will monitor and oversee arrangements, practice and communication in light of this.

Safeguarding requirements will be included in any transfer of control agreement (such as a lease or hire agreement), as a condition of use and occupation of the premises. Failure to comply with this will lead to termination of the agreement.

This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the college.

There is a clear expectation that external providers will liaise with school on safeguarding matters where appropriate. In the event of any safeguarding allegations being received when an individual or organization is using school premises, local safeguarding policies and procedures will be followed, including the involvement of the LADO.

## **20. Site Security – Health & Safety and Emergency Procedures**

The following procedures are in place:

- There is a School Specific H & S policy in place.
- Daily visual site inspections are carried out before school.
- Termly H & S inspections are carried out.
- Annual Governors H & S and environmental audits & inspections are carried out.

All staff are aware of their responsibilities for procedures for reporting H & S concerns and there is a clear system for staff and pupils to report and log H& S concerns.

Local Authority generic H & S Risk Assessments 'On-Site Security' and 'Managing Violence & Aggression' are adapted & used as appropriate. (Or equivalent).

The DSL will be made aware immediately of any issues that could result in a safeguarding matter for children and young people following the daily visual site inspections and will remedy as soon as possible.

Fire practices are held regularly at varying times of the 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 in the event of critical incidents.

This includes:

- the need to evacuate in the event of a bomb scare or fire.

Or

- the need to initiate a complete or partial 'lock down.'

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into School/College as outlined within national guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on site.

**Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.**

Boothferry will not accept the behaviour of any individual (parent or other) that threatens security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the site.

## **21. Volunteers**

Insert Name will ensure any volunteers, via their induction, are aware of school policies and expectations in respect of Safeguarding, Conduct and Whistleblowing.



School will undertake a risk assessment informed by professional judgement when deciding whether to obtain an enhanced DBS certificate for any volunteer not involved in regulated activity as outlined in KCSiE 2024, Part 3. [This is due to the potential for unplanned and unsupervised activity taking place,](#)

If it is decided that in certain circumstances that a DBS check is not required for specific events or volunteers, the volunteers and supervising staff are made fully aware of the expectations and responsibilities involved in such arrangements, to ensure that there are no situations where such volunteers are in unsupervised contact with children.

## **22. Contractors, Visitors, Supply and Agency Staff and ITT Trainees**

Insert Name will ensure that any of the above when working on site will be subject to the appropriate level of DBS check and have the related level supervision, as set out in KCSiE 2024 (Part Three: iii)

Any of the above engaging in Regulated Activity will be subject to an Enhanced DBS check (including children's barred list information). This will be obtained, either directly by Boothferry as required, or will be confirmed as such through checks and written assurance from the supplier organization (which will also confirm that appropriate safeguarding, safer recruitment and DBS / vetting procedures are in place).

If not engaged in regulated activity the school will ensure that appropriate supervision is in place and consider whether a DBS check is required, in line with the nature of the activity and any contact with children.

Visitors to the school, including contractors and volunteers, are asked to sign in and are given an identity badge to confirm that they have permission to be on site. Furthermore, the identity of contractors will be checked upon arrival.

The Single Central Record is maintained to ensure that all appropriate staff, volunteers, Governors, agency and contracted staff in Regulated Activity are entered on it.

See Appendix 7 for suggested wording of Visitor Information.

## **23. Extended School and Offsite Provision and Educational / Residential Visits**

Where extended school activities are provided and managed by the school, this 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 roll 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 ERYC (or equivalent) planning and risk assessment procedures for all educational visits and activities.

## **24. Policy Review**

This policy will be reviewed and approved by the Governing Body at least annually, and by exception as required – for example, updated in-line with safeguarding issues as they emerge and any national or local updates etc.

This Policy along with the Staff Reference Guide CP and Safeguarding 2024-25 (as well as other important guidance) will be available to all staff on the network in the Staff Share area and paper copies in the PPA room.

Parents/carers can obtain a copy of the Child Protection & Safeguarding Policy and other related policies on request. Additionally, our policies can be viewed via the [Boothferry website](#).

The DSL and Headteacher will ensure regular, termly reporting on safeguarding activity and systems to the Governing Body. The Governing Body will not receive details of individual pupil/student situations or identifying features of families as part of their oversight responsibility.

Review Date: September 2025

## Appendix 1 – Categories of Abuse, Neglect and Exploitation

All staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women, and children.



**Sexual Abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Signs that MAY INDICATE Sexual Abuse**

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate.
- Self-harm, self-mutilation or attempts at suicide.
- Alluding to secrets which they cannot reveal.
- Tendency to cling or need constant reassurance.
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby.
- Distrust of familiar adults, for example, anxiety of being left with relatives, a childminder or lodger.
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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

### **Signs that MAY INDICATE Physical Abuse**

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso.
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns.
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot

- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent, or excessively plausible explanations or a delay in seeking treatment should signal concern.

**Emotional Abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

#### Signs that MAY INDICATE Emotional Abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted.
- Unwillingness or inability to play.
- Excessive need for approval, attention, and affection

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

Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

#### Signs that MAY INDICATE Neglect.

- Constant hunger

- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers Low Self Esteem
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking.
- Running away
- Loss of weight or being constantly underweight
- Low Self Esteem

### **Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)**

Different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts, or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

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

Children who have been exploited will need additional support to help keep them in education.

### **Child Sexual Exploitation (CSE)**

Can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and

- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in

Home Office guidance: Child sexual exploitation: guide for practitioners

### **County lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store, and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes, and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CCE and CSE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing (from school or home) and are subsequently found in areas away from
- their home
- have been the victim, perpetrator, or alleged perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs,
- handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed.
- internally to avoid detection
- are found in accommodation that they have no connection with, often called a 'trap.
- house or cuckooing' or hotel room where there is drug activity.
- owe a 'debt bond' to their exploiters.
- have their bank accounts used to facilitate drug dealing.

## **APPENDIX 2 – 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 others

The use of '**TED**' questioning may be appropriate

**T**ell me what happened

**E**xplain what you mean

**D**escribe 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 equivalent – insert details

- What is said and Who is present
- What, if any, questions you asked and the responses
- Anything else that happens after the child discloses
- Ensure legibility, full dates & clear signature
- Maintain strict confidentiality

**If you see or are shown marks or injuries describe them and record on a body map (Appendix 4)**

**Pass the information to the DSL immediately**

### APPENDIX 3 – Child Protection Record of Concern or Disclosure

Disregard if using electronic system

Complete and pass to the Designated Safeguarding Lead as soon as possible

Pupil's Name:	Class		Yr:	
	DoB:			
Concern identified by:	Date:		Time:	
Nature of Concern / details shared of disclosure / other relevant information.  <u>Use Body Map (App 4) if appropriate</u>				
Continue on reverse if needed				
Passed to:	Received by:	Date:		
Action taken by DSL (or person receiving this form)				
This form to be filed in pupil's CP file and noted on CP chronology				

**APPENDIX 4 – Body Map**

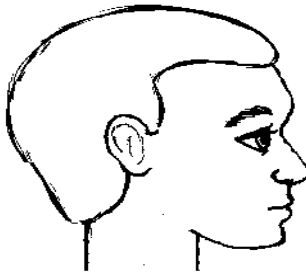
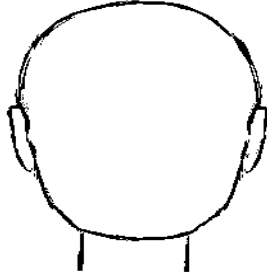
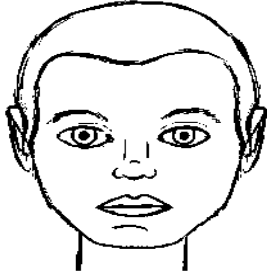
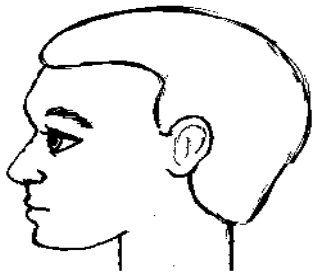
**Disregard if using electronic system**

**(Attach to Record of Concern Form)**

Name of Child:

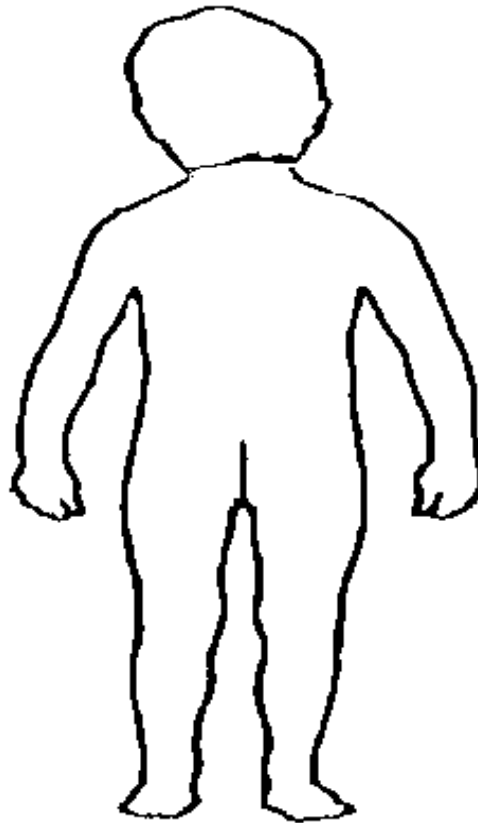
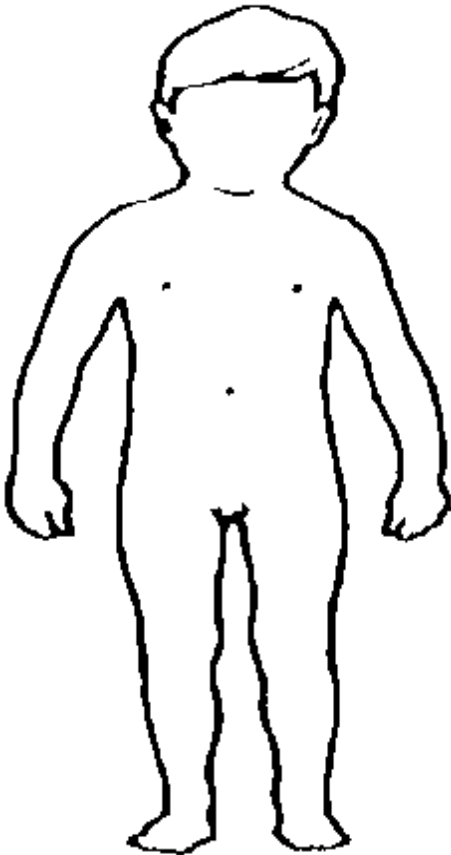
Date

Date of Birth



Left Side

Right Side



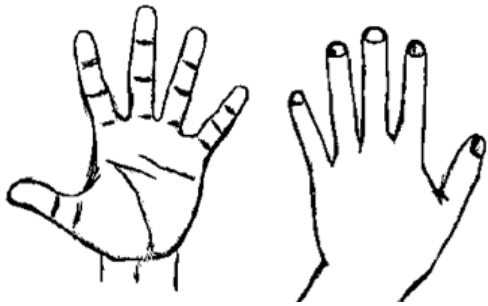
Front

Back

Name of Child:

Date

Date of Birth



Left Hand



Right Hand



Right Foot



Left Foot

Full Description of Injury



## APPENDIX 5 – Child Protection Cover Sheet & Summary Record

Disregard if using electronic system

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

<p>Current involvement of other Agencies and Contacts.  e.g.: CP Plan, CIN, CAMHS, Children’s Centre, SAL</p>			
Continuation Sheet:		Name of Child:	
Date:	Agency:	Contact:	End Date

## **APPENDIX 6 – 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 includes someone who may be frightening you on the internet or on your mobile

### **You should:**

- Tell someone you trust, such as your friends, teachers, parents, grandparents. 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](http://www.nspcc.org.uk)

[www.childline.org.uk](http://www.childline.org.uk) 0800 1111

[www.barnardos.org.uk](http://www.barnardos.org.uk)

[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.childline.org.uk](http://www.childline.org.uk)

## **APPENDIX 7 - 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.

'Record of Concern' forms are available from reception. Complete this form and pass it to Sarah Dye or Mike Sibley.

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.

- Designated Safeguarding Lead is
- Deputy Designated Safeguarding Lead is
- Designated Safeguarding Governor is

## **Appendix 8 – 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 and 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 the SaPH notified.

## **APPENDIX 9 – INFORMATION FOR PARENTS**

At Boothferry 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 (ERSCP) has laid down the procedures we follow, and the school has adopted a Child Protection Policy in-line with this for the safety of all.

If you want to know more about our procedures or the policy, please speak to the Headteacher or Designated Safeguarding Lead or your child's Class Teacher / Head of Year. Or Pat Dyson who is the Governor with responsibility for Child Protection

## Appendix 10 – Support Organisations

### NSPCC ‘Report Abuse in Education’ Helpline

- [0800 136 663](tel:0800136663) or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

### National Organisations

- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- Barnardo’s: [www.barnardos.org.uk](http://www.barnardos.org.uk)
- Action for Children: [www.actionforchildren.org.uk](http://www.actionforchildren.org.uk)
- Children’s Society: [www.childrenssociety.org.uk](http://www.childrenssociety.org.uk)
- Centre of Expertise on Child Sexual Abuse: [www.csacentre.org.uk](http://www.csacentre.org.uk)

### Support for Staff

- Education Support Partnership: [www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)
- Professional Online Safety Helpline: [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)
- Harmful Sexual Behaviour Support Service: <https://swgfl.org.uk/harmful-sexual-behaviour-support-service>

### Support for pupils/students

- ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
- Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)
- The Mix: [www.themix.org.uk](http://www.themix.org.uk)
- Shout: [www.giveusashout.org](http://www.giveusashout.org)
- Fearless: [www.fearless.org](http://www.fearless.org)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)

### Support for Adults

- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Crime Stoppers: [www.crimestoppers-uk.org](http://www.crimestoppers-uk.org)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- The Samaritans: [www.samaritans.org](http://www.samaritans.org)
- NAPAC (National Association for People Abused in Childhood): [www.napac.org.uk](http://www.napac.org.uk)
- MOSAC: [www.mosac.org.uk](http://www.mosac.org.uk)
- Action Fraud: [www.actionfraud.police.uk](http://www.actionfraud.police.uk)
- Shout: [www.giveusashout.org](http://www.giveusashout.org)
- Advice now: [www.advicenow.org.uk](http://www.advicenow.org.uk)

### Support for Learning Disabilities

- Respond: [www.respond.org.uk](http://www.respond.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Council for Disabled Children: <https://councilfordisabledchildren.org.uk>

### **Contextual Safeguarding Network**

- <https://contextualsafeguarding.org.uk/>

### **Substance Misuse**

- Talk to Frank: [www.talktofrank.com](http://www.talktofrank.com)

### **Domestic Abuse**

- Domestic abuse services: [www.domesticabuseservices.org.uk](http://www.domesticabuseservices.org.uk)
- Refuge: [www.refuge.org.uk](http://www.refuge.org.uk)
- Women's Aid: [www.womensaid.org.uk](http://www.womensaid.org.uk)
- Men's Advice Line: [www.mensadvice.org.uk](http://www.mensadvice.org.uk)
- Mankind: [www.mankindcounselling.org.uk](http://www.mankindcounselling.org.uk)
- National Domestic Abuse Helpline: [www.nationaldahelpline.org.uk](http://www.nationaldahelpline.org.uk)
- Respect Phonenumber: <https://respectphonenumber.org.uk>

### **Criminal and Sexual Exploitation**

- National Crime Agency: [www.nationalcrimeagency.gov.uk/who-we-are](http://www.nationalcrimeagency.gov.uk/who-we-are)
- It's not okay: [www.itsnotokay.co.uk](http://www.itsnotokay.co.uk)
- NWG Network: [www.nwgnetwork.org](http://www.nwgnetwork.org)
- County Lines Toolkit for Professionals: [www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit](http://www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit)

### **Honour Based Abuse**

- Karma Nirvana: <https://karmanirvana.org.uk>
- Forced Marriage Unit: [www.gov.uk/guidance/forced-marriage](http://www.gov.uk/guidance/forced-marriage)
- FGM Factsheet: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)
- Mandatory reporting of female genital mutilation: procedural information: [www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information](http://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information)
- The right to choose - government guidance on forced marriage: [www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage](http://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage)

### **Child-on-Child abuse, including bullying, sexual violence and harassment**

- Rape Crisis: <https://rapecrisis.org.uk>
- Brook: [www.brook.org.uk](http://www.brook.org.uk)



- Disrespect Nobody: [www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)
- Upskirting – know your rights: [www.gov.uk/government/news/upskirting-know-your-rights](http://www.gov.uk/government/news/upskirting-know-your-rights)
- Lucy Faithfull Foundation: [www.lucyfaithfull.org.uk](http://www.lucyfaithfull.org.uk)
- Stop it Now! [www.stopitnow.org.uk](http://www.stopitnow.org.uk)
- Parents Protect: [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)
- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Diana Award: [www.antibullyingpro.com/](http://www.antibullyingpro.com/)
- Bullying UK: [www.bullying.co.uk](http://www.bullying.co.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)

### **Online Safety**

- NCA-CEOP: [www.ceop.police.uk](http://www.ceop.police.uk) and [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- Internet Watch Foundation (IWF): [www.iwf.org.uk](http://www.iwf.org.uk)
- Childnet: [www.childnet.com](http://www.childnet.com)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- Report Harmful Content: <https://reportharmfulcontent.com>
- Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk)
- Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)
- NSPCC: [www.nspcc.org.uk/onlinesafety](http://www.nspcc.org.uk/onlinesafety)
- Get Safe Online: [www.getsafeonline.org](http://www.getsafeonline.org)
- Parents Protect: [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)
- Cyber Choices: <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>
- National Cyber Security Centre (NCSC): [www.ncsc.gov.uk](http://www.ncsc.gov.uk)

### **Mental Health**

- Mind: [www.mind.org.uk](http://www.mind.org.uk)
- Moodspark: <https://moodspark.org.uk>
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- We are with you: [www.wearewithyou.org.uk/services/kent-for-young-people/](http://www.wearewithyou.org.uk/services/kent-for-young-people/)
- Anna Freud: [www.annafreud.org/schools-and-colleges/](http://www.annafreud.org/schools-and-colleges/)

### **Radicalisation and hate**

- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Counter Terrorism Internet Referral Unit: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)
- True Vision: [www.report-it.org.uk](http://www.report-it.org.uk)

## **Children with Family Members in Prison**

- National information Centre on Children of Offenders (NICCO): <https://www.nicco.org.uk/>

## **APPENDIX 11 – ‘PREVENT’ – SAFEGUARDING REFERRAL FORM**

### **‘PREVENT’ – Safeguarding Referral Form**

Once completed please send this form to following email addresses:

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:

## 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 SOCIALLY 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](mailto:prevent@eastriding.gov.uk)

[prevent@humberside.pnn.police.uk](mailto:prevent@humberside.pnn.police.uk)

**APPENDIX 12 – CHILD PROTECTION / SAFEGUARDING CHRONOLOGY SHEET**

<div style="background-color: yellow; display: inline-block; padding: 2px;">*****</div> School						
<b>CHILD PROTECTION / SAFEGUARDING CHRONOLOGY SHEET</b>						
Name		D.O.B				Sheet No
	<b><u>RECORD</u></b> - Log all concerns, relevant contact with parents/carers, discussions with staff details of Social Care etc, information shared with whom and why, dates of Case Conferences & Core Groups etc. Cross reference to 'Record of Concern' sheets. Retain with this sheet: all minutes, 'Records of Concern', Body maps and other information including that from previous schools.	<b><u>ACTION</u></b> Note all subsequent actions taken.				
Date						Initial / Staff Code
Date	Child Protection / Safeguarding Chronology Sheet Continuation Sheet	ACTION				Sheet No:


## APPENDIX 13 – REQUEST FOR SERVICE



### 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					
<b>Date of referral:</b>		<b>Time of referral:</b>		<input type="checkbox"/> Referral is a follow up to a telephone call	<input checked="" type="checkbox"/> This is a new referral
<b>Name of referrer:</b>				<b>Role / relationship to child:</b>	



<b>Organisation:</b>		<b>Address of referrer:</b>	
<b>Contact number</b>		<b>Postcode:</b>	
		<b>E-mail:</b>	

## Section B – Consent to make a request for service

*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 make a referral. These referrals do not require consent, but it is good practice to inform an adult with parental responsibility that the referral is being made, UNLESS doing so would place the child at risk of significant harm or may lead to the loss of evidence*

<b>Have you obtained consent to make the request for service?</b>	<input type="checkbox"/> No	<input type="checkbox"/> Yes	Date obtained:
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*If yes, what is the parent / carer and child’s view of the referral:*

*If no, explain the immediate risk of significant harm that has prevented you from obtaining consent:*

**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**

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

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

### 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, and 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?**

--

<b>What has already been done to address any concerns and how has this helped?</b>
--

<b>What resources / services are currently in place?</b>
--

<b>What additional assessments or chronologies can you submit to support your referral?</b>
---

<b>Section I – What needs to Change?</b>
--

<b>What would the family like to change?</b>
--

<b>What change do you think needs to happen?</b>
--

<b>Section J – Services Already Working with the Family</b>
---

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**

**Safeguarding Children Hub**

[safeguardingchildrenshub@eastriding.gov.uk](mailto:safeguardingchildrenshub@eastriding.gov.uk)

**Early Help and Prevention Hub**

[ehphub@eastriding.gov.uk](mailto:ehphub@eastriding.gov.uk)