EAST RIDING
OF YORKSHIRE COUNCIL

Safeguarding in Education

Strategic School Child Protection & Safeguarding Policy

Revised & Updated Sept 2021
Patrington C of E Primary Academy

Strategic Child Protection & Safeguarding Policy September 2021

Definitions for the purpose of this policy:

'staff' refers to all paid adults, volunteers, or students on placement, working in any capacity in the school or in activities organised by the school, which brings them into contact with pupils of the school.

DSL Designated Safeguarding Lead

DDSL Deputy DSL

DSG Designated Safeguarding Governor

LADO Local Authority Designated Officer

ERSCP East Riding Safeguarding Children Partnership

CST Locality Children Safeguarding Teams

SaPH Safeguarding and Partnership Hub

EHPH Early Help and Prevention Locality Hub

DBS Disclosure & Barring Service

KCSiE Keeping Children Safe in Education **2021** Statutory Guidance

SVSH Sexual Violence and Sexual Harassment between children in schools and colleges September 2021

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-nudes 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 (https://www.erscp.co.uk/more/mental-health-and-emotional-wellbeing-service/)

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.

See Ofsted definition and scope of Safeguarding (Appendix J)

Child - Any pupil under the age of 18 is legally a child.

Pupils 18 or over - If there is a concern about the welfare of a pupil aged 18+ DSL's are advised to seek advice in the same way as for children e.g. CST may sign post to Adult Services or refer to YFS.

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Patrington C of E Primary Academy School Child Protection & Safeguarding Advice and contact list September 2021

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

Role / Agency	Name & role	Contact details
School Designated Safeguarding Lead/ Child Protection Coordinator	Carron Pitois Headteacher	01964 630315
Deputy DSL/Child Protection Coordinator	Caroline Ashwell Well-being Officer	01965 630315
Child Protection/ Safeguarding Governor	Josie Speck Chair of Governors	01965 630315
Chair of Governors	Josie Speck	01965 630315
Looked After Children Designated Teacher	Carron Pitois	01965 630315
E Safety Coordinator	Ross Derbyshire	
Safeguarding and Partnership Hub	**CP initial referral** **Support & Advice:** Intensive & Specialist Safeguarding support 1. Urgent C P concerns 2. Consultation with Social Worker	**Mon to Thu** 8:30am – 5:00pm **Fri** 8:30am – 4:30pm **01482-395500** Request for service forms to: **safeguardingchildrenshub@eastriding.gov.uk**
Children's Emergency Duty Team	Urgent CP concerns outside of office hours where a child is at risk of significant harm.	**01482 393939**
Early Help Locality Hub	**Early Help** Additional Support for children & family's initial consultation	Consultation 01482 391700 Request for Service form to the Hub nearest to where the child lives ehp.bridlington@eastriding.gov.uk ehp.beverley@eastriding.gov.uk ehp.goole@eastriding.gov.uk ehp.haltemprice@eastriding.gov.uk ehp.hedon@eastriding.gov.uk ehp.wolds@eastriding.gov.uk
Local ER Children Safeguarding Team	Safeguarding Children Hub Office & Out of Hours	CP initial urgent referral & Advice 01482 395500 childrens.socialcare@eastriding.gov.uk
Local ER Children Safeguarding Team Manager		@eastriding.gov.uk
Education Safeguarding Manager (ERYC)	**TBA**	TBA

	General strategic and operational School Safeguarding & CP advice	safeguardingineducation@eastriding.gov.uk
ERYC LADO	Referral of possible allegations against staff & volunteers.	LADO@eastriding.gov.uk
School critical incident, bomb threats etc & Educational Visits Emergencies (not Child Protection)	**24-hour Guidance & support**	01482- 392999
Humberside Police	**ER Protecting Vulnerable People Unit**	01482 220809
Humberside Police	**Hate Crime / incident reporting**	101 https://www.reportingcrime.uk/HPhatecrime/
East Riding Safeguarding Children Partnership	General strategic and operational Safeguarding & CP advice and multiagency training	https://www.erscp.co.uk/ 01482-396994 erscp.enquiries@eastriding.gov.uk
ER Safeguarding Children Partnership Training	Training Admin & Information	erscp.training@eastriding.gov.uk
Hull **North Yorks** **North Lincs** **North East Lincs**	Children's Social Care	01482- 448879 EDT 01482- 300304 01609- 780780 EDT 01609- 780780 01724- 296500 EDT 01724- 296500 01472- 326292 EDT 01472- 326292
Prevent Referral	Humberside Police ERY LA	101 prevent@humberside.pnn.police.uk prevent@eastriding.gov.uk

Introduction

Covid 19

This policy is written whilst the school is learning to live with the COVID - 19 pandemic. It should be read in conjunction with the school's additional risk assessments. These arrangements will be regularly reviewed and developed as the situation and the impact upon the life of the school and community and DfE/PH guidance changes over time.

Core Principles

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

harassment is happening within our school and within our community. We commit to supporting those who are at risk or may have been a victim and having a zero tolerance to any type of sexual violence or harassment. Zero tolerance means this type of behaviour will not be ignored and should the school become aware of sexual violence or sexual harassment this will be taken seriously and the schools behaviour policy will be followed.

1. Related legislation & guidance

- Working Together to Safeguard Children (2018).
- Safer Recruitment and Selection (ERSCP)
- Effective support for children, young people, and families in the East Riding of Yorkshire (August2020)
- Keeping Children Safe in Education (DfE 2021) includes Safer Recruitment & Managing Allegations against Staff.
- Sexual violence and sexual harassment between children in schools and colleges (DfE September 2021)
- Use of reasonable force (DfE July 13).
- Searching, screening & confiscation at school (DfE Jan 18).
- Guidance for safer working practice for those working with children and young people in education settings (May 2019 Safer Recruitment Consortium).
- Guidance for safer working practice for those working with children and young people in education settings (Addendum April 2020 Safer Recruitment Consortium).
- School Staff & Volunteer Code of Conduct (ERSCP September 2020)
- Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Govt July 2018)
- Guide to General Data Protection Regulation (ICO 2018)
- School Whistle Blowing (Child Protection / Safeguarding) Guidance (ERSCP Sept 2020).
- Inspecting safeguarding in early years, education, and skills settings (Ofsted Sept 2019).
- Statutory guidance, Revised Prevent duty guidance: for England and Wales, Updated 1 April 2021
- The Prevent Duty -advice for schools and childcare providers (DfE 2015).
- Multi-agency statutory guidance on female genital mutilation (HM Govt July 2020)
- What to do if you're worried a child is being abused (HM Govt 2015).
- School Attendance – Guidance for maintained schools, academies, Independent schools & LAs (DfE August 2020)
- Addendum: recording attendance in relation to coronavirus (COVID-19) during the 2021 to 2022 academic year
- Exclusion from maintained schools, Academies, and pupil referral units in England (DfE Sept 17).
- Changes to the school suspension and permanent exclusion process during the coronavirus (COVID-19) outbreak)
- LA Education Visit Guidance and Procedures or equivalent.
- The designated teacher for looked-after and previously Looked After Children Feb 2018
- Sexual violence and sexual harassment between children in schools and colleges September 2021
- Disqualification under the Childcare Act 2006 Statutory guidance for Local Authorities, maintained schools, academies, and free schools DfE Aug 2018

2 Other Safeguarding related school policies

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

- Behaviour, Anti-Bullying / harassment policies
- Safe Handling policy
- Special Educational Needs policy
- Educational Visits policy
- Health and Safety policy
- Sex and Relationships Education policy
- Online Safety policy
- Allegation & Whistle Blowing guidance
- Safe & Appropriate Working / Code of Conduct
- Safer Recruitment
- Site Security

The above list is not exclusive but when undertaking policy development, the school will consider Child Protection and other safeguarding matters within each appropriate policy or guideline. *See Ofsted Definition & Scope of Safeguarding* ***(Appendix J).***

3 The policy

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

- **Prevention** (e.g. 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).

- **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.

- **Support** (to all pupils and school staff and to children who may have been abused, neglected, exploited or are in other ways vulnerable).

- **Collaboration** with children & Young People, parents, and other agencies to promote Safeguarding & Wellbeing for all our children and Young People.

- This policy applies to all staff, governors and visitors to the school. We recognise that Child Protection and Safeguarding are the responsibility of all staff within our school. We will ensure that all parents and other working partners are made aware of our child protection policy and procedures. All staff new to the school will be made aware of the school safeguarding procedures as part of their initial induction process.

- **School commitment**

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

Our school will therefore:

- Establish and maintain an ethos where pupils feel secure and are encouraged to talk and are listened to.

- Ensure that pupils know that there are adults in the school whom they can approach if they are worried or are in difficulty.

- Include in the curriculum activities and opportunities 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 bullying and harassment including allegations of child on child abuse including sexual violence and sexual harassment, 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 indicators of possible Child Sexual & Criminal Exploitation, Female Genital Mutilation, Radicalisation, School Attendance concerns, Peer on Peer 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.

5 Multi Agency Safeguarding Arrangements

As a 'Relevant Agency' under the 2019 Multi agency safeguarding arrangements the school recognises its statutory duty to co-operate with the East Riding Safeguarding Children's Partnership arrangements. The school understands and supports the ERSCP expectation of active engagement with the partnership, appropriate sharing of information and contributing to inter-agency plans, early help, and support for children subject to Child Protection Plans. We understand and support the partnership arrangements for the auditing and assurance of our school's Child Protection & Safeguarding arrangements.

6. Confidentiality

We recognise that all matters relating to Child Protection are highly confidential and the DSLs will share that information on a **'need to know, what and when' basis.**

Staff are made aware that these concerns or other matters relating to pupils should never be discussed elsewhere, inside or outside the school unless in confidential meetings organised for that purpose. This includes the passing of written information or verbal discussion in any media including Social Networking sites.

Staff are also aware that such breaches of confidentiality and data protection may result in disciplinary action 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.

7. **Roles and responsibilities**, Early Help and Contextual Safeguarding

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 – Part 1 for those who work directly with children (Safeguarding information for all staff) and, or, annex A (a condensed version of part 1), for members of staff who do not work directly with children (Safeguarding information for school and college staff).

- School Staff Code of Conduct.
- Staff Child Protection Policy & Procedures.
- School Behaviour & Attendance policies - and understand the safeguarding context of both.
- School Strategic Child Protection & Safeguarding Policy. (this policy)
- The role and identity of the DSL, DDSL & DSG.

All staff have access to the current:

- Keeping Children Safe in Education (Sept 2021) full guidance.
- School Strategic Child Protection & Safeguarding Policy. (this policy)
- What to do if you are worried a child is being abused (March 2015).

7.1 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 indicators of 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.

7.2 **Early Help**

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

- is disabled or has certain health conditions and has specific additional needs.
- has special educational needs (whether they have a statutory Education, Health and Care Plan or not).
- 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 care or from home.
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited.
- has a family member in prison 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 drugs or alcohol themselves
- has returned home to their family from care.
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.

- (KCSiE 2021 para 19)

    - The **School DSL/ Deputy DSL***

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

- The DSL and Deputy DSL are designated to take the lead responsibility for Child Protection. This includes:

- providing advice and support and information to staff as appropriate
- liaising with the LA and other agencies including the involvement in Early Help Assessments and plans
- obtaining, maintaining, and transferring CP records for individual pupils and liaising with previous and receiving schools
- ensuring the preparation of appropriate reports for and attendance at Case Conferences, Core Groups and other multi agency meetings

- arranging appropriate induction and continuing training for all staff.
- liaising with the headteacher and Designated Child Protection/ Safeguarding Governor
- encouraging a culture in staff of listening to pupils and taking account of their wishes and feelings and supporting measures and plans put in place to support or protect them.
- Ensuring that any educational or safeguarding assessments of children consider the **wider contextual environmental factors** present in the child's life outside the school or family and inform the development of support for learning, attendance, behaviour, and mental and emotional health

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

* For detailed Role of the Designated Safeguarding Lead see Annex C KCSIE 2021

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

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

The Governing Body fully recognises its responsibilities regarding Child Protection and to safeguarding and promoting the welfare of children as outlined in Part 2 of KCSiE 2021

The Governing Body will:

- Designate a governor (DSG) for Child Protection & Safeguarding who will monitor the school's Child Protection policy in operation, training and procedures and report to the full Governing Body.

- Ensure a written report is presented to each Governing Body meeting on the Child Protection/safeguarding work of the school and that the previous school year annual report is presented to the Autumn Term meeting.

- Ensure that the annual report is forwarded to the East Riding of Yorkshire Council's Education Safeguarding Team - safeguardingineducation@eastriding.gov.uk

- 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 online Child Protection training and refresh this at least every 3 years.

- Make opportunities available for Governors 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 2021 but would not routinely have access to details of individual Child Protection Cases and understand the requirement for confidentiality.

8. Records and monitoring

It is essential to keep detailed, accurate and accessible records in order to protect children effectively. At all times Information Sharing guidance and GDPR (2018) will be followed. All concerns and disclosures should be recorded using the school recording and monitoring system - CPOM. A body map should be used on CPOMS where appropriate

- All staff are made aware of the need to record and report concerns about a child or children within our school using the CPOMS system which alerts to the DSL

- 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.

- 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 DDSL

- For each individual child records and chronology can be obtained from the CPOMS recording and reporting online system which detail Each individual Child's file of concern or official documentation which will detail and reference concerns, contact with parents and other agencies, information shared, case conferences and other meetings or events. Any subsequent actions will be recorded clearly on CPOMs..

- Historic, previous to CPOMs CP files are stored in a locked and secure location in the office block. 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 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.

- CPOMS records are monitored by DSL and DDSL to check whether any action, advice or updating is needed.

8.1 Transferring and retaining records

Records are transferred to receiving schools when children transfer at normal phase transition and at any other time, including to the FE or other settings before the age of 18. This is done by automatically through CPOMS. In the event of a school not using CPOMS, we would transfer all information on request. This will be done within 5 days for any child transferring in year to another school or within the first 5 days of the new school term.

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

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

If there are concerns about children changing schools at other times the DSL will contact the receiving school to alert the DSL of the concerns and records in transit.

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.

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

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

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

9. Concerns

9.1 Recognising concerns

School staff are particularly well placed to observe and should be alert to outward signs of abuse or risk-taking behaviour, changes in behaviour or poor or irregular attendance.

9.2 Physical, Emotional and Sexual Abuse & Neglect

The DSL and Safeguarding Governor ensure that all staff have received and been given the time to read KCSiE Part One and have access to the full guidance on '*What to do if you are worried a child is being abused' Mar 2015*, which contain detailed information about forms of abuse and related issues.

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

9.3 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.

9.4 Child Exploitation

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
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 Part One and have access to Annex B: Further information. Any concerns will be referred to the SaPH in order that the LA can consider this information in line with the Effective Support Guidance.

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.

We are aware that this is based on violent coercion or other threats to the young people and that pupils or their siblings may be at risk of such abuse. We are aware of possible indicators including poor or irregular attendance, signs of physical injury or neglect.

9.5 Female Genital Mutilation (FGM) and Forced Marriage

All Staff are reminded of the need to be aware of the possibility of such abuse at Early Years, Primary and Secondary school age as outlined in Annex A of KCSiE 21 and that they have a statutory duty and responsibility to report concerns related to FGM.

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

Reporting Concerns

a) 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 the SaPH by phone. If the child is believed to be at immediate risk the Police should be contacted on 999.

b) The DSL or Teacher will follow advice from the SaPH before discussing such concerns with parents or carers.

c) If a member of staff **discovers** by disclosure by the victim, or peer, or physical evidence (which is highly unlikely for a member of school staff) that FGM has taken place. The DSL must be informed immediately and should contact the Police and then the SaPH,

In this case if the member of staff is a teacher (or employed to carry out teaching duties) the referral to Police and the SaPH will be made by this teacher with the guidance and support of the DSL. For other staff such a referral will be made by the DSL but this will need to identify the member of staff and the information they have reported.

(This is in line with the legal responsibilities placed upon schools in respect of reporting procedure)

The written request for service should be made immediately

d) If the DSL or Deputy DSL is not available within this timescale the member of staff should contact the SaPH and update the DSL.

e) A written 'Request for Service Form' form should be forwarded to the SaPH in line with ERSCP safeguarding procedures.

9.6 Peer on Peer Abuse (child on child)

All staff are aware that children can abuse other children and that this can happen inside and outside of school and online. All staff are aware of the different type of peer on peer abuse and the indicators.

Peer on peer abuse can include online behaviour such as sexting and bullying in addition to sexual or physical abuse and emotional abuse in forms such as homophobic, transphobic, disability hate, racist and other discriminatory behaviour.

All staff are aware of the changes to KCSiE 2021, particularly in relation to sexual violence and sexual harassment and acknowledge that this is happening in our schools.

They 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 in line with this policy, the Staff Code of Conduct and the School's behaviour policy.

The School's RSHE curriculum supports pupils to identify this type of abuse, supports them to know this is not acceptable in any way and supports children to seek support should they require it.

The governing body (including the DSG), headteacher, senior leadership and DSL and other senior and pastoral staff have also read and understand their responsibilities in relation to *'Sexual violence and sexual harassment between children in schools and colleges'* DfE September 2021'.

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 Locality Early Help Hub appropriate referrals will be made.

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

If an incident has occurred during session time or is occurring that is clearly an urgent criminal matter, 999 will be called.

If any child involved in peer on peer abuse has a social worker, is open to Early Help or has a youth offending officer, the lead professional will be informed.

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

Whilst it is important that the school does not 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.

9.7 Possible Violent Extremist Radicalisation & Hate Incidents

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

If 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 and prevent@eastriding.gov.uk (Appendix I).

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. 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 Spiritual, Moral, Social and Cultural and Relationship, Sex and Health Education curriculum will ensure that issues such as **tolerance, respect, democracy, and individual liberty** are covered in age appropriate ways.

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

9.8 Children Missing Education, Pupils Missing Out on Education (CME & PMOE) & Children absconding from school

Emergency contacts

- We will endeavour to obtain and maintain at least 3 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 3 contact numbers or update school will be contacted and asked to provide the contacts. All such attempts to obtain this information will be recorded.

- On the first day of absence the parent/carer is expected to contact the school with a reason for the absence. If this call is not received the admin staff will attempt to contact parents by telephone, email or text. If not contact has been made by 1pm a member of senior staff will attend the house accompanied by a second member of staff. If necessary the police will be contacted.
- The school will only remove children from the register if the statutory grounds for doing so are met and will inform the LA of the intention to do so. In the case of CME school will make all reasonable efforts to locate the child/ren as required by the guidance.
- The school will inform the LA Education Welfare Service if any pupil fails to attend without permission for a continuous period of 10 days or more and will refer children whose attendance has fallen below the agreed level to the EWS.
- If a child, who is the subject of a Child Protection Plan or is otherwise open to the CST, does not attend school without a verified valid reason the DSL will contact the assigned social worker or CST duty desk if unavailable.

- If a child 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.

- The School will ensure that they know the attendance of any children educated off site. The school has agreed process in place with its alternative provisions for first day absence calling. The school retains responsibility for the attendance of any child attending an offsite provision and will monitor and act as required.

- The School also works with the EWS in relation to the monitoring of potential Pupils Missing Out on Education

- If a child absconds from the site, the school will make an initial search and contact the parent / carer or other emergency contact (**and Social Worker if open to CSC).** If after that search the child is not located the school will contact the police within 20 minutes of the alert or sooner in extreme circumstances.

9.9 **Serious Violence**

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

9.10 Private Fostering & 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 the 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.

9.11 **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.

10. Responding to concerns.

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

- All staff have a responsibility to respond to disclosures by children or other concerns and pass these concerns on to the DSL **immediately** as outlined in (Appendix A).
- Staff do not need 'proof' of abuse and should not 'investigate' concerns.
- This information must be recorded using the online CPOMS systerm
    - (Appendix B).
- Concerns relating to marks or injuries must also be recorded on a 'Body Map' within the CPOMS online reporting system
- If using a body map injuries or marks must be described, in addition to locating on the body map.
- Photographs must not be taken of any marks or injuries.
- Staff are issued with the School CP procedures and regularly reminded to maintain an 'It could happen here' attitude and **not to:**
- dismiss concerns or disclosures as insignificant, they may provide a vital link to other information.
- keep such concerns to themselves.
- investigate or seek proof.
- **promise secrecy** to children or adults making disclosures but reassure them that information will be shared appropriately and confidentially.
- ask closed questions that lead a child into a particular answer but if they need to clarify aspects of a disclosure by or about a child use only 'TED' type questions i.e.
- **T**ell me…., **E**xplain…., **D**escribe…
- **delay** recording or passing concerns to the DSL.
- Discuss with parents or carers.

Staff are made aware that it is unacceptable legally, professionally and morally for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff. ~~(See Section 24)~~ and that any such failures will be regarded as potential disciplinary matters.

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

11. Child Protection

11.1 Children suffering or at risk of 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.

- However, 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 and/or*
  - *When a delay in obtaining consent may put a child at risk*

a contact to the 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 L**)- **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

- 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.

11.2 Children's Emergency Duty Team (CEDT)

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.

11.3 Early Help and Prevention Support

- 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, consent from parent / carers will be sought for a contact to be made to the Early Help and Prevention Hub in whose area the child or family live.

- If after discussion with parents/carers and with their consent it is thought that additional support may be appropriate, the school will submit a 'Request for Service' form to the Locality Hub in whose area the child lives.

- 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.erscp.co.uk/practitioners-and-professionals/early-help-assessment-guidance/

- 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 the SaPH is required to discuss their concerns.

11.4 Feedback & Escalating concerns about individual cases

When 'Requests for Service' are made, the SaPH or EHPH 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 the SaPH or EHPH 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 EHPH 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 escalation policy.

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 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 the SaPH, the allocated Social Worker or the LADO themselves.

12. Vulnerable children & Children with SEN, disabilities, or Mental & Emotional Health concerns.

1. Children may be vulnerable because, for example, they have additional or Special Educational Needs, are Looked After, have experienced or are experiencing a form of neglect, abuse or complex or adverse family circumstances. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.

2. Staff in contact with such children will be made appropriately aware of the child's needs and circumstances to maximise the effectiveness of support.

3. Information from the DSL or other pastoral staff will inform the development of support in respect of attendance, learning, behaviour, and mental & emotional health.

4. The school will arrange support for children with Emotional & Mental Health issues by in school and 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.

5. 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.

6. The Designated Teacher who supports and promotes the educational achievement of Looked After Children(LAC) and previously LAC, will liaise with the DSL and staff involved with the child to ensure that support is provided and ensure that the needs indentified in the child's Personal Education Plan are supported by staff involved with the child.

7. Safeguarding implications will be considered when individual support plans are reviewed in the case of children who require, for example, medication, some form of intimate care, and help with changing or physical support or physical intervention.

8. 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.

9. If a child that the school has concerns about is not receiving a service from CSC and does not attend school, the school will contact the SaPH, the EWS and / or the police depending on the circumstances in line with the Effective Support Guidance.

13. Joint working with other agencies & Early Help

The school recognises that inter-agency working is essential if children are to receive effective targeted support as early as possible. In this way we hope to ensure that barriers to learning 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.
- The school also works in partnership with Humberside Police as part of the Domestic Abuse alert system **Operation Encompass**

14. Case Conferences, Core Group, TAF & Strategy Meetings

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

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

3. 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.

4. 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 East Riding of Yorkshire Council's Education Safeguarding Team will offer this support.

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

15. Information sharing

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

The DSL/headteacher will ensure that the sharing of information is in line with the 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,* July 2018', the seven golden rules to sharing information:

1. Remember that the 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.
2. 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.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. 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 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to-date, is shared in a timely fashion, and is shared securely.
7. A record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

16. Childrens' Concerns

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

1. Children will be made aware of the opportunities available to them to seek advice and support within the formal and informal curriculum. (Appendix F). This includes the teaching of the

appropriate Relationship & Health Education (Primary) Relationship, Sex and Health Education (Secondary) from September 2020

2. Children and young people are made aware that the school's approach to any incident of peer on peer abuse (including sexual violence and sexual harassment) is confidential and they understand that their concerns will be treated seriously. The school's reporting mechanism is promoted via a named trusted adult, well-being lead and through curriculum and the school follows guidance from Part Five of KCSiE 2021

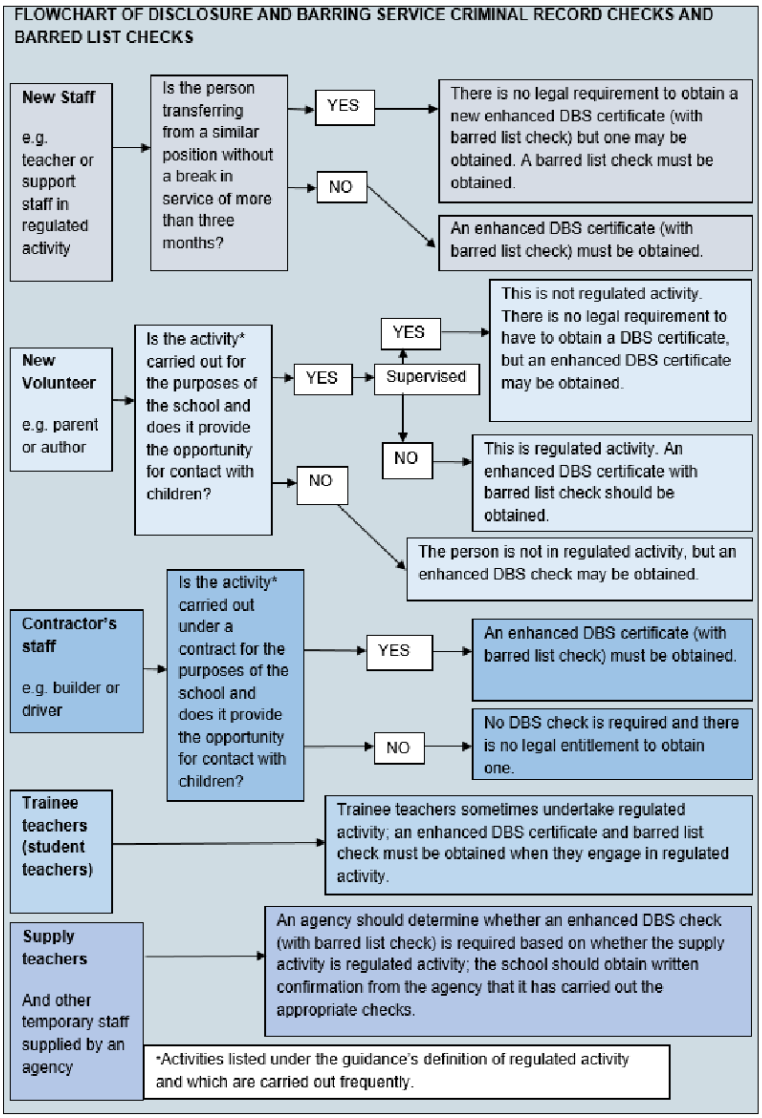
3. Safe school procedures including Child Protection matters will be discussed by the School Council and through school surveys etc to gather children's opinions about the support systems in place.

17. Vetting, recruitment, and selection of staff

1. The school complies fully with Statutory Guidance KCSiE 2021 'Part Three: Safer recruitment' and the ERYC Safer Recruitment, and Ebor HR supporting guidance., in relation to adverts, application process, shortlisting, employment history, selection and pre-appointment vetting checks, regulated activity and recording information.

2. The school ensures that DBS checks on all staff, Governors and volunteers who are engaged in Regulated Activity are carried out as required by the Statutory Guidance (as per points 219-229 of KCSiE 2021). This includes a check with the children's barred list and would alert the school to any Secretary of State section 128 direction.

3. 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 are either carried out or confirmation of such checks are completed.



1. A Single Central Register for all staff, visiting staff, volunteers and governors is maintained using ERYC & Statutory guidance.
2. The Head and at least one Governor complete the appropriate Safer Recruitment training which is updated every 5 years. All appointment panels will have at least one member who has completed this training in the last 5 years.

3. **All staff that are covered by the:**

'**Disqualification under the Childcare Act 2006 Statutory guidance for local authorities, maintained schools, academies and free schools Aug 2018'** and are aware of their responsibilities to disclose any possible matters that need to be considered under this act. If such disclosures are made, the headteacher will seek advice from ERYC HR service (or other HR provider) who 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.

See sec 27 for further guidance on contractors, visitors etc.

18. Induction

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

- Keeping Children Safe in Education 2021 – Part One information for all School & College staff.
- School Staff Code of Conduct.
- Staff Child protection Policy & Procedures.
- School Behaviour & Attendance policies - and understand the safeguarding context of both.
- The role and identity of the DSL, DDSL & DSG

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

- Keeping Children Safe in Education 2021 – Part one information for all School & College staff.
- School Staff Code of Conduct.
- Staff Child protection Policy & Procedures.
- School Behaviour & Attendance policies - and understand the safeguarding context of both.
- The role and identity of the DSL, DDSL & DSG.

All staff have access to the current:

- Keeping Children Safe in Education Full guidance.
- School Strategic Child Protection & Safeguarding Policy.
- What to do if you are worried a child is being abused.
- The School Safeguarding Whistle Blowing Guidance.
- Schools Behaviour Policy

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

19. Staff Safeguarding Training and awareness

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

- Keeping Children Safe in Education 2021 – Part one information for all school & College staff.
- The School Staff Code of Conduct.
- The school Child Protection procedures.

And have access to the current:

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

- ✓ All staff (teaching and non-teaching) are reminded of the policy and procedures at the start of each school year and receive regular and topical updates as appropriate through the school year.

- ✓ All teaching and teaching assistant and pastoral staff and DSG complete the ERSCP online training 'Safeguarding Children in Education' or 'Awareness of Child Abuse & Neglect'.

- ✓ Other staff and Governors complete the ERSCP 'Awareness of Child Abuse & Neglect' module and complete refresher training every 3 years thereafter.

- ✓ All Staff will complete ERSCP refresher training every 3 years thereafter.

- ✓ The appropriate staff will complete online Prevent and FGM training following a risk assessment which will be regularly reviewed.

- ✓ 'Introduction to Safeguarding' training is also available to staff

20. DSL training

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

✓ Annual ERYC School DSL dedicated update and refresher training.

✓ Safeguarding in Education (Online).

✓ Prevent Online Training

✓ **FGM online training.**

Training can also be accessed vis the ERSCP website Training (erscp.co.uk)

21. Reasonable Force

- ✓ 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 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 attempt to reduce the need for reasonable force.
- ✓ Restorative methods will be considered after each such incident and the pupil's views on the incident sought.
- ✓ 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

22. Online Safety & Acceptable Use policies

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

Filtering systems are managed by the Vital IT service but we are fully aware that these filters are not infallible, and staff are aware that effective monitoring is essential.

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

The School's RSHE curriculum includes support for children and young people in identifying inappropriate online behaviour, how to report this and how they can seek confidential support.

23. Safe & Appropriate working

All staff are made aware and regularly reminded:

- That they are in a Position of Trust and what the implications of that are.
- Of the requirements of the school Code of Conduct and related policies.
- If at any time staff are concerned that an action or comment made may be misinterpreted or that a child behaves or makes a comment in a way that causes concern in this respect, they should the log their concerns immediately with the appropriate senior member of staff and seek advice.
- That failure to adhere to the Code of Conduct including carrying out their safeguarding responsibilities may result in disciplinary action against them and in some cases allegations of inappropriate or abusive behaviour and Child Protection investigation.
- That their conduct towards pupils must remain beyond reasonable reproach.
- That any sexual 'relationship', consensual or otherwise with pupils up to 18 would constitute a criminal offence. Any such behaviour with pupils 18 or over would be regarded as a serious disciplinary matter.

24. Allegations against staff & Whistle Blowing

1. All staff have access to:

a) The School Whistle Blowing (Safeguarding) policy.

b) Statutory Guidance – Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors (Sec four KCSiE 2021).

c) Contact details of the Chair of Governors and LADO.

d) The school Code of Conduct

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

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

4. All staff are made aware that if they receive an allegation of inappropriate or abusive behaviour about a colleague, or feel required to make such an allegation, they should pass the information, without delay, to the Headteacher.

5. If the allegation concerns the Headteacher the referrer should contact the Chair of Governors, a senior Member of staff or the LADO immediately. **It is unacceptable for any member of staff not to refer such concerns.**

6. The Headteacher (or other in 5) will on the same day, contact the LADO and follow the statutory guidance KCSiE 2021 Section four.

7. **All involved will attempt to ensure that any allegation is dealt with fairly, quickly, proportionately and consistently, in a way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.**

8. If the member of staff feels that that the actions taken are inappropriate, ineffective or that the situation of concern is continuing they should raise concerns with the Headteacher (or other in 5) and press for reconsideration or discussion. If the concern persists and they feel the situation is urgent they can refer to Children's Social Care or the LADO.

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

25. 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 role is monitored in the same way as other pupils.

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

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

The school will follow the North Yorkshire LA planning and risk assessment procedures for all educational visits and activities.

26. Volunteers

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 part 3 of Keeping Children Safe in Education. 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.

27. Visitors, Supply and Agency staff & Contractors

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

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

The identity of contractors and their staff will always be checked on arrival at the school by inspecting photo ID.

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

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

The school will follow KCSiE 2021 statutory Guidance part three in such cases (see flowchart at Pt. 18 of this Policy).

The Single Central Record using ERYC template (or equivalent) is maintained to ensure that all appropriate staff, volunteers, Governors agency and contracted staff in Regulated Activity are entered on it.

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

28. Site Security Health & Safety and emergency procedures.

1. There is a School Specific H & S policy in place.
2. Daily visual site inspections are carried out before school.
3. Termly H & S inspections are carried out.
4. Annual Governors H & S and environmental audits & inspections are carried out.
5. 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 concern.
6. LA generic H & S Risk Assessments '**On Site Security'** and '**Managing Violence & Aggression'** are adapted & used as appropriate

7. 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.

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

9. 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'.

29. Parents & carers

1. We believe that our Safeguarding and Child Protection work will be more effective if it is carried out in partnership with parents and carers and that preventative and supportive strategies such as the Early Help Plans and intervention by Early Help Support Services.

2. However, we ensure that parents are aware that we may in rare circumstances need to make Child Protection referrals or seek advice from Children's Social Care without their consent or knowledge. (Appendix G & Section 9 above).

3. Parents are also made aware that this policy is available from the school. 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.

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

30. Policy review

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

If at any time any deficiencies or weaknesses in this Child Protection Policy and Procedures are identified they will be addressed by the governing body and staff and immediately remedied.

Review Date: September 2022

APPENDIX A

Patrington School Child Protection Policy

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

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

Or other open-ended type questions e.g.

What happened?
Where were you?
When did this happen?
Who was there?
How did it make you feel?

- If you have difficulty in understanding the child or parent's communication method, reassure them that you will find someone who can help.

- Tell the child or parent they have done the right thing by telling you.
- Avoid making comments or judgements about what is shared.
- Tell the child or parent what will happen next, and be honest.

- Make a written note on a 'Record of Concern sheet':

- What is said
- What , if any questions you asked and the responses
- Who is present
- Anything else that happens after the child discloses
- Ensure legibility, full dates & clear signature
- Maintain strict confidentiality
- If you see or are shown marks or injuries describe them and record on a body map (App C)
- Pass the information to the DSL immediately

APPENDIX B

Patrington School Child Protection Policy

Child Protection Record of Concern or Disclosure

Complete and pass to the Designated Safeguarding Lead as soon as possible on the same day.

Pupil's Name:			**Class**		**Yr:**	
			DoB:			
Concern identified by:			**Date:**		**Time:**	
Nature of Concern / details of disclosure / other relevant information. **Use Body Map (App C) if appropriate** 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

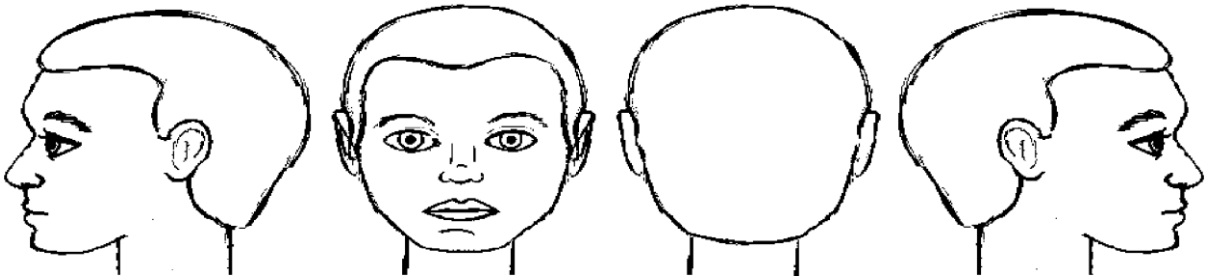
Appendix C

Patrington School CP Policy

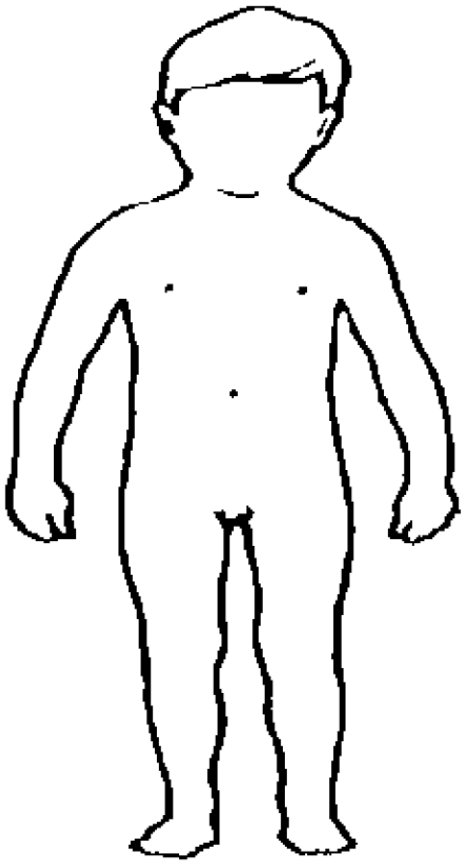
Child Protection Record of Concern - Body Map (Attach to Record of Concern Form)

Name of Child:

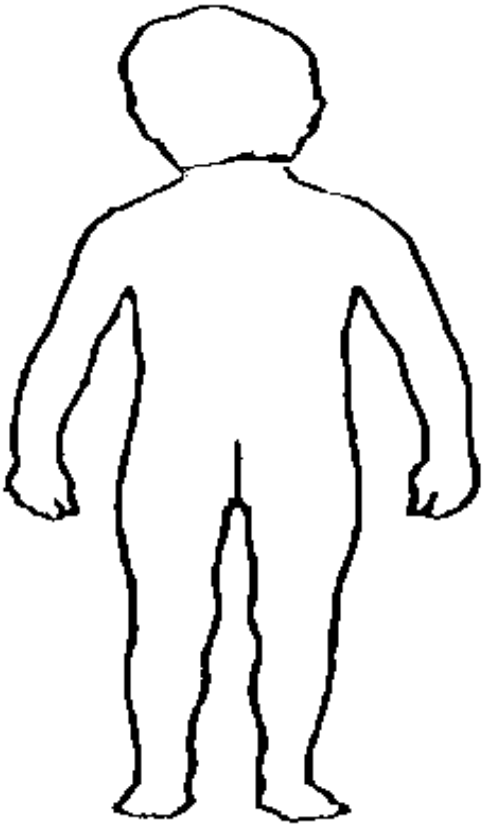
Date Date of Birth



Left Side **Right Side**



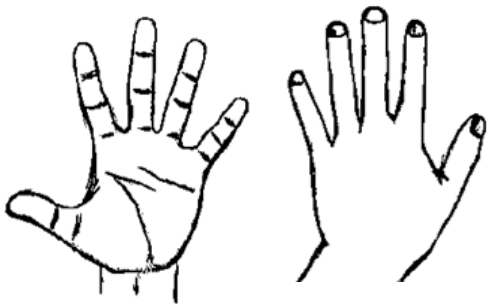
Front



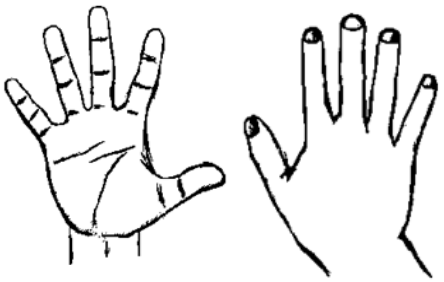
Back

Name of Child:

Date Date of Birth



Left Hand



Right Hand

Right Foot

Left Foot

Full Description of Injury

APPENDIX D
Patrington School Child Protection Policy

Example of Advice for Children

If someone is hurting or upsetting you or making you feel scared you, it is not your fault.

You are not alone, there are people who can help you and stop people from making you feel scared or hurt.

You may be frightened of the person hurting you or your friends, but there are things you can do to get help and make it better.

This include someone who may be frightening you on the Internet or on your mobile

You should:

- Tell someone you trust. Such as your friends, teachers, parents, grandparents. Other people at school may be able to help.

- Let people help to make things better by stopping the person from hurting you or your friends

You shouldn't:

- Feel embarrassed or alone.

- Feel that it is your fault or that you are to blame for someone hurting, frightening or touching you. Anyone who tells you that is a liar

- Keep it a secret.

- Feel you have no one to turn to – people are there to help

Other help
www.nspcc.org.uk

www.childline.org.uk 0800 1111

www.barnardos.org.uk

www.saferinternet.org.uk

www.thinkuknow.co.uk

www.childline.org.u

APPENDIX E

Patrington School Child Protection Policy

Information for parents (suggested wording for use by school if felt necessary

"At Patrington school, we recognise that your child is our responsibility and concern. We want to work in partnership with you, and discuss with you, any concerns we may have or that you may have.

It is a priority to inform and involve you at every stage in your child's time at the school.

Since the first priority is your child's welfare, there may be rare occasions when our concern about your child means that we have to consult other agencies even before we contact you.

The ER Safeguarding Children Partnership has laid down the procedures we follow, and the school has adopted a Child Protection Policy in line with this for the safety of all.

If you want to know more about our procedures or the policy, please speak to the Headteacher, your child's class teacher or Josie Speck who is the Governor with responsibility for Child Protection

APPENDIX F

Patrington School Child Protection Policy

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 Carron Pitois or Caroline Ashwell.

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.

PREVENT SAFEGUARDING REFERRAL FORM

Once completed please send this form to following email addresses:

prevent@eastriding.gov.uk prevent@humberside.pnn.police.uk

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

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

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

Please Note:
This form is designed to be a start-point for referral sharing across all public sectors. Please check whether you already have a form or process in place. This form is not intended to replace any existing forms or procedures, but may be useful to help to refresh what may be currently available to you. Please also be aware of local or sector-specific guidelines for the sharing of information where appropriate.

1. Your Details

the person passing on the concern

NAME:

AGENCY/TEAM:

ROLE/JOB TITLE

EMAIL:

PHONE NUMBER:

DATE:

2. Details of individual BELIEVED TO BE AT RISK

Complete where able and appropriate

FULL NAME:

D.O.B.

GENDER:

ETHNICITY

NATIONALITY:

FIRST LANGUAGE:

RELIGION:

OCCUPATION, OR NAME:
OF EDUCATIONAL ESTABLISHMENT

SOCIAL MEDIA NAME:

CONTACT DETAILS

NAME OF NEXT OF KIN:

NEXT OF KIN CONTACT:

3. PLEASE DESCRIBE YOUR RELATIONSHIP TO THE INDIVIDUAL

4. PLEASE SUMMARISE YOUR CONCERN(S)

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

.

6. DOES THE INDIVIDUAL KNOW YOU ARE SHARING THIS CONCERN? Please tick where applicable

YES		**NO**	

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

Less than a week	**1-2 weeks**	**2-4 weeks**	**Over 1 month**	**3 months or more**

8. PLEASE SELECT REASON(S) WHY YOU ARE SHARING THIS CONCERN please tick where applicable ✓

I want to speak to the individual(s) concerned and am logging my reasons for doing this	**I want to check my concern with a colleague to see if it is justified**	**I want to refer my concern so a colleague can help check some context around it**
I want to start safeguarding proceedings for this individual using internal resources	**I'd like this concern to be immediately shared with partner agencies**	Recommendation of a CP review.

9. PLEASE SELECT CONCERNING BEHAVIOURS YOU HAVE NOTICED Please tick where applicable ✓

ABUSE	**USE OF INFLAMMATORY LANGUAGE online**	**FIXATED ON A TOPIC**	**SELF HARM**	**CONFRONTATIONAL**	
CLOSED TO CHALLEGE	**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
ADOLSCENCE OR PERIOD OF TRANSITION	TRAUMA FROM CONFLICT	VICTIM OF CRIME	VICTIM OF HATE CRIME	LINKS TO CRIMINALITY	GANG/GROUP MEMBERSHIP

UNEXPLAINED TRAVEL	**EXTREMIST MATERIAL**	**LOSS/ BEREAVEMENT**			
PLEASE USE THIS SPACE TO ELABORATE ON ANY OF THE ABOVE OR DESCRIBE A BEHAVIOUR NOT LISTED:					

11. DETAILS OF PERSON YOU ARE SHARING YOUR CONCERN WITH

NAME:

ROLE/JOB TITLE

EMAIL:

PHONE NUMBER:

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

Once completed please send this form to following email addresses:

prevent@eastriding.gov.uk prevent@humberside.pnn.police.uk

Appendix H Patrington School Child Protection Policy

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

Definition of safeguarding

In relation to children and young people, safeguarding and promoting their welfare is defined in 'Working together to safeguard children' as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

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

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

- neglect
- physical abuse
- sexual abuse
- emotional abuse

- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- peer-on-peer abuse, such as sexual violence and harassment
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- child criminal exploitation, including county lines
- serious violent crime
- risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'
- teenage relationship abuse
- upskirting (a criminal offence; see dictionary definition for explanation)
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic abuse
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting
- homelessness
- so-called honour-based violence
- other issues not listed here but that pose a risk to children, learners and vulnerable adults

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

- children's and learners' health and safety and well-being, including their mental health
- meeting the needs of children who have special educational needs and/or disabilities

- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- educational visits
- intimate care and emotional well-being
- online safety, including issues associated with technology and a user's access to content, contact with others and behavioural issues
- appropriate arrangements to ensure children's and learners' security, taking into account the local context

Appendix I Patrington School Child Protection Policy

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

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

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

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

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

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

1) Staff concerned will alert senior staff and keep the child separate if possible.

2) Staff will talk to the adult and re - assess their ability to keep the child safe.

3) Consider contacting other authorised carers.

4) If not appropriate or not available and there is a perceived risk, we will explain to the adult that CSC and the police are being contacted for advice and ask s/he to be patient & calm. The child will be supervised elsewhere in school if possible.

5) If it is not possible to avoid the adult taking the child and there are concerns for their safety and that of staff and others 999 will be called and the SaPH notified.

Appendix J Patrington School Child Protection Policy

EAST RIDING OF YORKSHIRE COUNCIL

Request for Service

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

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

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

CONSULTATION OFFER

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

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

Section A – Referrer's Details

Date of referral:		**Time of referral:**		☐ **Referral is a follow up to a telephone call**	☐ **This is a new referral**
Name of referrer:				**Role / relationship to child:**	
Organisation:				**Address of referrer:**	
Contact number				**Postcode:**	
				E-mail:	

Section B – Consent to make a request for service

Consent should always be sought from an adult with parental responsibility for the child / young person (or from the child themselves if they are competent) before passing information about them to either Children's Safeguarding or Early Help community Hub. If a practitioner believes a child is at risk of significant harm, they have a duty to inform- this does not require consent, but it is good practice to inform an adult with parental responsibility that the request for service is being made, UNLESS doing so would place the child at risk of significant harm or may lead to the loss of evidence

Have you obtained consent to make the request for service?	☐ No	☐ Yes Date obtained:
If yes, what is the parent / carer and child's view of the request for service		

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			
Surname:		**First name(s):**	
D.O.B or expected date of delivery:		**Gender:**	☐ Male ☐ Female ☐ Unborn ☐ Trans-gender ☐ Prefers not to say

School / early years setting			**GP surgery and NHS number:**		
Name of person with parental responsibility					
Child's home address:			**Postcode:**		
			Telephone:		
Current address (if different from above):			**Postcode:**		
			Telephone:		
Child's ethnicity:					
White ☐ White British ☐ White Irish ☐ White any other background	**Black or Black British** ☐ Caribbean ☐ African ☐ Any other black background	**Mixed** ☐ White and black Caribbean ☐ White and black African ☐ Any other mixed background	**Asian or Asian British** ☐ Indian ☐ Pakistani ☐ Bangladeshi ☐ Any other Asian background	**Other Ethnic Groups** ☐ Chinese ☐ Any other ethnic Group ☐ **NOT KNOWN**	
Child's first language or preferred means of communication:			**Is an interpreter or signer required?**	☐ No ☐ Yes ***Details:***	

Child's religion	☐ Buddhist ☐ C of E / Anglican ☐ Eastern religion ☐ Hindu ☐ Jehovah's witness ☐ Jewish ☐ Methodist ☐ Mormon ☐ Muslim ☐ Not known ☐ No religion ☐ Other ☐ Other Protestant ☐ Pentecostal Christian ☐ Roman Catholic	**Has an Early Help Assessment (EHA) been completed?**	☐ No ☐ Yes ***Details:***

Does the child have a Special Educational Need or Disability?	☐ No ☐ Yes ***Details:*** ☐ Autistic spectrum disorder ☐ Hearing impairment ☐ Moderate learning difficulty ☐ Multi-sensory impairment ☐ Other difficulty / disability ☐ Physical disability ☐ Profound and multiple learning difficulty ☐ Severe learning difficulty ☐ Social, emotional or mental health ☐ Specific learning difficulty ☐ Speech, language and communication ☐ Visual impairment	**Does the child have an Education Health and Care Plan?**	☐ No ☐ Yes ☐ Not known

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
						☐ Yes
						☐ Yes
						☐ Yes
						☐ 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
							☐ Yes
							☐ Yes
							☐ Yes
							☐ Yes

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

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

Please describe the reason for your scaling

How does the current situation impact on the child?

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

What needs to change to make things better or safer for this child and family?
Has the child suffered any harm and how do you know?
If yes, how often has this happened and what are the triggers?

Section H – What is working?

What is going well for this child and family?

What has already been done to address any concerns and how has this helped?
What resources / services are currently in place?
What additional assessments or chronologies can you submit to support your referral?

Section I – What needs to Change?

What would the family like to change?
What change do you think needs to happen?

Section J – Services Already Working with the Family

Role	Full Name	Telephone	Email Address	Address and Postcode

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

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

Early Help Locality Hubs	Safeguarding Children Hub
Bridlington: ehp.bridlington@eastriding.gov.uk Beverley: ehp.beverley@eastriding.gov.uk Goole: ehp.goole@eastriding.gov.uk Anlaby: ehp.haltemprice@eastriding.gov.uk Hedon: ehp.holderness@eastriding.gov.uk	safeguardingchildrenshub@eastriding.gov.uk

Driffield: ehp.wolds@eastriding.gov.uk *(Send request form to the Hub nearest to where the child lives)*	