

# ALDERMAN COGAN'S CHURCH OF ENGLAND PRIMARY SCHOOL



## SAFEGUARDING/ CHILD PROTECTION POLICY

Alderman Cogan's CE Primary School is a Voluntary Aided, Church of England Primary School offering a comprehensive Christian primary education to families in East Hull.

The School is a caring community built on Christian values and beliefs, which permeate all aspects of School life. The curriculum, including the National Curriculum, is presented within a Christian world view. Such a world view gives perspective and meaning to all learning at Alderman Cogan's.

We seek to foster the God given talents and gifts amongst children, staff and governors for the service of each other, the school, the wider community and the Glory of God. Our aim is that children reach their full potential, not just academically, but also spiritually, physically, socially and aesthetically.

This is the context in which this policy is written.

This Safeguarding/Child Protection Policy was written in the Spring Term 2016.  
Review date: Spring 2017.



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## 1. Preface

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

*(Working Together to Safeguard Children – A Guide To Inter-Agency Working To Safeguard And Promote The Welfare Of Children-HM Government 1999).*

Everyone at Alderman Cogan’s Church of England Primary School has a responsibility to protect and safeguard the welfare of the children and young people they come into contact with.

The need for guidelines and procedures is important to ensure that this is done with understanding and clarity.

All staff and volunteers are made aware of this Policy and the Process for reporting concerns. This is outlined at induction.

## 2. Statement of Intent

**Alderman Cogan's CE Primary School** recognises that protecting and safeguarding children and young people is a shared responsibility and depends upon effective joint working between agencies and professionals that have different roles and areas of expertise. Individual children and young people, especially some of the most vulnerable children and those at greatest risk of social exclusion, will need coordinated help from health, education and children's social care services. The voluntary sector and other agencies also have an important role in protecting and safeguarding children.

**Alderman Cogan's CE Primary School** has a responsibility to protect and safeguard the welfare of children and young people they come into contact with. The need for guidelines and procedures is important to ensure that this is done with understanding and clarity.

The guidelines for PSHE address many issues which surround the safeguarding agenda. One of the most consistent messages is through PSHE. Young people's learning supports the development of knowledge, understanding, skills and competencies, developing responsibility, helping children and young people to make informed judgements and making effective decisions'.

**Alderman Cogan's CE Primary School** will aim to protect and safeguard children and young people by;

- Ensuring that all staff and volunteers are carefully selected, trained and supervised. Staff involved in recruitment should have Safer Recruitment certificates, and full references and Disclosure and Barring Service (DBS) checks are carried out.
- Having a Safeguarding\Child Protection Policy and Procedure and regularly reviewing and updating this in line with national and local policy developments. We review the policy annually in Spring or at any other time deemed necessary.
- Ensuring that all staff and volunteers are familiar with the Safeguarding/Child Protection Policy and Procedures. Staff must have up to date Safeguarding training and those responsible for Safeguarding/Child Protection (HT / DHT / Safeguarding Co-ordinator) attend additional training sessions. Volunteers are also provided with a copy of our Volunteers Handbook which covers safeguarding procedures.
- Ensuring that staff and volunteers attend appropriate Local Safeguarding Children Board (LSCB) Safeguarding Training. We have a training plan to ensure this happens.
- Ensuring that Alderman Cogan's CE Primary School has a designated Safeguarding Co-ordinator and that all staff and volunteers are aware of who the named person is, and the processes for reporting concerns to them.
- Assessing the risk that children and young people may encounter and taking steps to minimise and manage this by completing a full risk assessment process.
- Ensuring that the Safeguarding/Child Protection policy and procedures are disseminated to parents by publishing it on our website.
- Ensuring that parents, carers, and children know who the named Safeguarding Coordinator is, and the processes for reporting concerns to them, through newsletters, PSHE lessons and information posters around the school and in classrooms.

### 3. National and Local Guidance

This Safeguarding/Child Protection Policy and Procedure should be read in conjunction with the Local Safeguarding Children Board (HSCB) Guidelines and Procedures (accessible via: <http://www.proceduresonline.com/hull/scb/>). In accordance with the Children Act 2004 it is a statutory responsibility for key agencies coming into contact with children and young people, to make arrangements to ensure that in discharging their functions, they have regard to the need to safeguard and promote the welfare of children (Section 11, Children Act 2004). Where private or voluntary organisations come into contact with or offer services to children they should, as a matter of good practice, take account of this guidance and follow it as far as possible.

The following national guidance should also be referred to:

- The Children Act (1989)
- The Children Act (2004).
- Every Child Matters
- Working Together To Safeguard Children: A Guide to Inter-Agency Working To Safeguard and Promote the Welfare of Children (2015).
- Human Rights Act 1998
- Criminal Justice & Court Services Act 2000
- The Protection of Children Act 1999
- The Sexual Offences Act 2003
- What To Do If You're Worried A Child Is Being Abused (2015)
- Safeguarding Vulnerable Groups Act 2006
- Guidance for Safer Working Practice for Adults who Work with Children and Young People (2015).
- Information Sharing: Guidance for practitioners and managers. (2015)
- Keeping Children Safe in Education (2015)
- School Policies including:
  - Health & Safety Policy, Risk Assessments
  - Safer Recruitment Policy
  - Complaints Policy
  - Code of Conduct Policy
  - Equality Policy
  - Staff Induction Policy / Continuing Professional Development Policy
  - Freedom of Information Policy
  - Anti-bullying Policy
  - Internet Access Policy
  - Positive Behaviour Policy
  - Whistle Blowing policy
  - Physical Intervention Policy

## **4. Safeguarding & Promoting Welfare & Child Protection**

### **4.1 Safeguarding and promoting the welfare of children are defined as:**

- Protecting children from maltreatment.
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances to enter adulthood successfully

### **4.2 Child Protection**

Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Effective child protection is essential to safeguard and promote the welfare of children. However, all agencies should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced

#### **Early Help**

It is important for children to receive the right help at the right time to address risk and prevent issues escalating. Therefore, at Alderman Cogan's CE Primary we aim to identify where early interventions are needed to support families in need by closely monitoring children and highlighting any emerging issues. If necessary, and with appropriate consent, information is shared and/or meetings are convened with other professionals to support effective early help assessments for the child and family.

*"Providing Early Help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years"*

(Working together to safeguard children 2015)

### **4.3 Children in Need**

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

### **4.4 Significant Harm**

Some children are in need because they are suffering, or likely to suffer, significant harm. The concept of significant harm is the threshold that justifies compulsory intervention in family life in the best interests of the child, and gives the Local Authority a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

## **5. Who Abuses Children**

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

## **6. What is Abuse**

Abuse is any form of maltreatment of a child.

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

*'Child' refers to anyone under the age of 18. The fact that a child has reached 16 years of age, has a child of their own, is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.*

- **PHYSICAL ABUSE:**

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

- **EMOTIONAL ABUSE:**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

- **SEXUAL ABUSE:**

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

- **NEGLECT:**

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.



It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

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

## 7. Recognition of harm

The harm or possible harm of a child may come to your attention in a number of possible ways;

- Information given by the child, his/ her friends, a family member or close associate.
- The child's behaviour may become different from the usual, be significantly different from the behaviour of their peers, be bizarre or unusual or may involve 'acting out' a harmful situation in play.
- An injury which arouses suspicion because;
  - It does not make sense when compared with the explanation given.
  - The explanations differ depending on who is giving them (e.g., differing explanations from the parent / carer and child).
  - The child appears anxious and evasive when asked about the injury.
- Suspicion being raised when a number of factors occur over time, for example, the child fails to progress and thrive in contrast to his/her peers.
- Contact with individuals who pose a 'risk to children' relates to an individual that that has been identified as presenting a risk or potential risk of harm to children. This can be someone who has been convicted of an offence listed in Schedule One of the Children and Young Person's Act 1933 (Sexual Offences Act 2003), or someone who has been identified as continuing to present a risk to children.
- The parent's behaviour before the birth of a child may indicate the likelihood of significant harm to an unborn child, for example substance misuse, or previously having children removed from their care.
- **Substance misuse** – the potential for a child to be harmed as a result of the excessive use of alcohol, illegal and controlled drugs, solvents or related substances may occur during a young person's life. The use of drugs or other substances by parents or carers does not in itself indicate child neglect or abuse, and there is no assumption that a child living in such circumstances will automatically be considered at risk under the child protection procedures. It is important to assess how parental substance use impacts upon the children or young people in the family.
- **Mental Health** – Mental illness in a parent or carer does not necessarily have an adverse effect on the child or young person but it is important to assess its implications for any children involved in the family. The adverse effects of parental mental illness on the child are less likely when parental problems are mild, last for a short period of time, are not associated with family disharmony, and where there is another parent or family member who can respond to the child's needs and offer protection. Where mental

illness is accompanied by problematic alcohol use, domestic violence or associated with poverty and social isolation, children are particularly vulnerable. The potential impact of parental mental illness and the child's ability to cope with it is related to age, gender and individual personality.

- **Domestic Violence** – The Home Office (2009) defines domestic violence as 'Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality' (HM Government 2010: page 262, paragraph 9.17). Domestic violence affects both adults and children in the family. Children and young people can suffer directly and indirectly if they live in a household where there is domestic violence. It is likely to have a damaging effect on the health and development of children. The amendment made in section 120 of the Adoption and Children Act 2002 to the Children Act 1989 clarifies the meaning of harm to include, for example, impairment suffered from seeing or hearing the ill-treatment of another. This can include children witnessing violence in the home. Domestic violence has an impact in a number of ways:
  - It can pose a threat to the physical wellbeing of an unborn child, if a mother is kicked or punched.
  - Children may suffer injuries as a result of being caught up in violent episodes.
  - Children become distressed by witnessing the physical and emotional suffering of a parent.
  - The physical and psychological abuse suffered by the adult victim can have a negative impact upon their ability to look after their children.
  - The impact of domestic violence is exacerbated when the violence is combined with problematic alcohol or drug use.
  - People working with children should also be alert to the frequent inter-relationship between domestic violence and the abuse and neglect of children
- **Bullying** – This can be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g., hitting, kicking, theft), verbal (e.g., racist or homophobic remarks, threats, name calling) and emotional (e.g., isolating an individual from activities and social acceptance of their peer group). The damage inflicted by bullying (including bullying via the internet) can frequently be underestimated. Bullying can be through the use of electronic communication, e.g., text or social network sites, and is commonly known as online bullying. Bullying can cause considerable distress, to the extent that it can affect health and development and at the extreme, significant harm. All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies
- **Child Sexual Exploitation (CSE)** - CSE occurs when a child or young person or another person, receives 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child or young person performing sexual activities, or another person performs sexual activities on a child or young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to Children's Social Care Access & Assessment team.

### **Significant indicators:**

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

***Refer to HSCB guidance for practitioners***

- **Female Genital Mutilation** – Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and is a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers/staff/volunteers to report to the police **themselves** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. They should then report it to the Safeguarding Coordinator. In addition, it is illegal for someone to arrange for a child to have this procedure. Therefore, if concerns are raised about the possibility of this taking place Children's Social Care and / or the Police will be notified. **Refer to the Home Office Guidance – Mandatory Reporting of Female Genital Mutilation – Procedural information -October 2015**

- **Radicalisation and Extremist behaviour** - At Alderman Cogan's CE Primary we assist our children to become more resilient to the messages of violent extremists through creating an environment where all young people learn to understand others, value and appreciate diversity and develop skills to be able to debate. Through the balanced curriculum we offer, we will help young people learn and explore the values of different faiths and cultures. However, should any concerns of radicalised or extremist behaviours be brought to the school's attention, it will be dealt with in accordance with the school's safeguarding procedures, and advice will be sought from either Access and Assessment Team or Humberside Police.

## **8. Managing Disclosures of Abuse**

If a child discloses abuse it is important that, as far as possible, the following basic principles are adhered to;

- Listen to what the child has to say with an open mind.
- Do not ask probing or leading questions designed to get the child to reveal more.
- Never stop a child who is freely recalling significant events.
- Make note of the discussion, taking care to record the timing, setting and people present, as well as what was said.
- Do not ask children to write a statement.
- Never promise the child that what they have told you can be kept secret. Explain that you have responsibility to report what the child has said to someone else.
- **THE SAFEGUARDING CO-ORDINATOR MUST BE INFORMED IMMEDIATELY.**

## **9. The Role of the Safeguarding Co-ordinator**

The Safeguarding Co-ordinator at Alderman Cogan's CE Primary school is **Debbie Barnard** with overall responsibility being Jeanette Sutherland – Head Teacher.

Where there are concerns about the welfare of any child or young person all staff / volunteers have a duty to share those concerns with the designated Safeguarding Co-ordinator.

### **The Safeguarding Co-ordinator is responsible for:**

- Monitoring and recording concerns about the wellbeing of a child or young person.
- Making referrals to the Local Authority Children's Services.
- Liaising with other agencies.
- Arranging training for staff / volunteers.

The Safeguarding Co-ordinator, after receiving a referral, will act on behalf of Alderman Cogan's Primary School in referring concerns or allegations of harm to Local Authority Children's Social Care or the Police Public / Family Protection Unit.

If the Safeguarding Co-ordinator is in any doubt about making a referral it is important to note that advice can be sought from Local Authority Children's Social Care. The name of the child and family should be kept confidential at this stage and will be requested if the enquiry proceeds to a referral.

The Safeguarding Co-ordinator may share limited information on a need to know basis amongst the staff / management whilst respecting the need for confidentiality.

It is not the role of the Safeguarding Co-ordinator to undertake an investigation into the concerns or allegation of harm. It is the role of the Safeguarding Co-ordinator to collate and clarify details of the concern or allegation and to provide this information to the Local Authority Access & Assessment Team, or Locality POD if Children's Social Care is already involved, whose duty it is to make enquiries in accordance with Section 47 of the Children Act 1989.

## **10. Seeking Consent for a Referral**

Professional's should seek to discuss any concerns with the family (including the child where appropriate) and where possible seek their agreement in making referrals to the Local Authority Access & Assessment Team. This should only be done where such discussion and agreement seeking will not place the child at an increased risk of significant harm.

It should be noted that parents, carers or child may not agree to information being shared, but this should not prevent referrals where child protection concerns persist. The reasons for dispensing with consent from the parents, carer or child should be clearly recorded.

In cases where an allegation has been made against a family member living in the same household as the child and it is your view that discussing the matter with the parent would place the child at risk of harm, or where discussing it may place a member of staff / volunteer at risk, consent does not have to be sought prior to the referral being made. If you are unsure about whether to seek parental consent prior to a referral being made then seek advice from the duty social worker at the relevant Locality POD.

## 11. Reporting Concerns or Allegations of Abuse

A member of staff or volunteer must report any concerns or allegation of harm immediately to the designated Safeguarding Co-ordinator (Debbie Barnard). In the absence of the Safeguarding Co-ordinator the matter should be reported to the Head Teacher (Jeanette Sutherland). In the event of neither of these individuals being available, the matter should be reported through the line management. In the unlikely event of management not being available the matter should be reported directly to the appropriate Children's Social Care Team or Police Protecting Vulnerable People Unit. In the case of it being out of hours the Immediate Help Team should be contacted (SEE CONTACT DETAILS).

*Copies of procedures are in all Class Teachers welfare logs and also on display in the SEN/Safeguarding office.*

## 12. Making a Referral

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

**Hull** - To Children's Social Care – Access & Assessment Team or Police Protecting Vulnerable People Unit

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

**Out of Hours** – To the relevant Immediate Help

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

The Safeguarding Co-ordinator should make the referral as appropriate. The referrer should be prepared, where possible, to give the following information;

- The nature of your concerns / allegation.
- Whether the child will need immediate action to ensure their safety.
- Are the parents aware of the concerns? Has consent for the referral been sought? If not, the reasons for this?
- Factual information about the child and family, including other siblings.
- The nature of your involvement with the family.
- Other professionals involved with the family.
- The source of your referral, is it based on your own assessment of the needs of the child, a reported allegation or disclosure, or has the concern been reported to you by another person, if so who?
- Child's current whereabouts and when they were last seen
- If you consider the child is suffering or at risk of suffering significant harm, who is the source of that harm and their current whereabouts?

### **13. Role of the Governing Body**

The Designated Safeguarding Governor at Alderman Cogan's CE Primary is **Miss Claire Lawson**, however, the whole Governing Body will ensure the school:

- Has a safeguarding/child protection policy and procedures in place which is in accordance with LA guidance and locally agreed inter-agency procedures and available to all school personnel and parents on request
- Operates safe recruitment procedures by making sure all appropriate checks are carried out on new staff, volunteers and parents who work with children
- Keeps and maintains a Single Central Record of all staff checks (including supply staff)
- Has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance issued by the DfE and Hull Safeguarding Children Board
- Has a member of the Governing Body (usually Chair) who is responsible for liaising with the LA and partner agencies in the event of an allegation of abuse being made against the Head
- The Governing Body will review all policies and procedures in relation to safeguarding on an annual basis.

### **14. Allegations against Staff Members / Volunteers**

Any member of staff or volunteer who has concerns about the behaviour or conduct of another individual working within the group or organisation will report the nature of the allegation or concern to the Head Teacher immediately. The member of staff who has a concern or to whom an allegation or concern is reported should not question the child or investigate the matter further.

The Headteacher will report the matter to the Designated Officer for Schools, Suzanne Wilson (615338) who will liaise with the Local Authority Designated Officer (LADO).

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

In cases where there is an immediate risk to any child or young person, the information must be passed to Local Authority Children's Social Care or the Police, as soon as possible.

An allegation is defined as where it is alleged that a person who works with children has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

#### **Responding to a complaint or an allegation**

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

- Treat the matter seriously,
- Avoid asking leading questions and keep an open mind,

- Communicate with the child (if the child is the complainant) in a way that is appropriate to the child's age, understanding and preferred language or communication style,
- Make a written record of the information (where possible in the words the child used), including:
  - When the alleged incident took place (time and date)
  - Who was present (witnesses)
  - What was said to have happened,
- Sign and date the written record,
- Report the matter immediately to the Designated Officer for Schools or in her absence the Local Authority Designated Officer directly.

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

Alderman Cogan's CE Primary adheres to the Department for Education, Keeping Children Safe in Education, Part 4.

### **Education Act 2011 - Reporting Restrictions**

Under the Education Act 2011, it is a criminal offence to publish material that may lead to the identification of the person who is subject to an allegation before they are charged. This legislation applies to all stakeholders and parents/carers, and includes any form of disclosure which is addressed to the public at large or any section of the public ie: social networking sites, speaking to the press, playground or staff room gossip etc.

In cases where there is an immediate risk to any child or young person, the information must be passed to Local Authority Children's Social Care or the Police, as soon as possible.

### **Allegations against other pupils**

A pupil against whom an allegation of abuse has been made may be fixed-term excluded from the school pending an investigation and the school Positive Behaviour Policy may apply. The school will take advice from Children's Social Care and/or the police on the investigation of such allegations and will take appropriate action to ensure the safety and welfare of all pupils involved.

## **15. Seeking Medical Attention**

If a child has a physical injury and there are concerns about abuse;

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

## **16. Staff & Volunteer Self Protection**

Adherence to guidelines on self- protection for staff and volunteers working with children and young people can avoid vulnerable situations where false allegations can be made.

Our Code of Conduct Policy supports Staff and Volunteer self- protection. It states that:

- All staff are expected to follow the school's policies including: behaviour, anti-bullying, anti-racism in all interactions within school
- All staff should be aware what physical contact with pupils is appropriate

- All staff are expected to treat each other with respect
- All staff should treat resources responsibly, and exercise due financial care
- All staff are expected to behave professionally and exercise confidentiality
- Staff should seek to establish a good and open relationship with parents/carers
- All staff must be aware of the policy and procedures for Child Protection
- All teaching staff need to exploit the potential of the curriculum to develop a proactive approach to behaviour and child protection issues
- All staff need to be aware of how to record/report concerns: 'whistleblowing'
- All staff should take care of their physical and mental wellbeing
- All staff should have access to counselling and support

By adhering to this code of conduct staff will be assured they are playing their part in safeguarding pupils and protecting themselves.

## 17. Code of Practice

Staff / Volunteers / should always;

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

Staff / volunteers / children should not;

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

### **Mobile Phones & Cameras**

Staff must not use mobile phones in rooms where children are present, including those where children are cared for. Although it may be appropriate to take photographs of children to capture a curriculum activity or a celebration of school life using school equipment, providing we have permission to do so from the parents, staff **must not** use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from our school.



## 18. Recruitment & Selection

It is important when recruiting paid staff and volunteers to adhere to the school's recruitment policy. This will ensure potential staff and volunteers are screened for their suitability to work with children and young people.

Refer to our Safer Recruitment Policy.

- All paid staff and volunteers with access to children and young people or sensitive information relating to children will be required to undertake an enhanced Disclosure and Barring Service (DBS) check.
- Staff and volunteers working directly with children or with access to sensitive information will be required to complete LSCB Safeguarding level 1 Training. Their training will be reviewed throughout their time in school.
- All staff and volunteers will be required to read the Safeguarding/Child Protection Policy. This will be reviewed annually to ensure up to date knowledge and information.
- All staff complete an application form, including details of previous employment, details of any conviction for criminal offences (including spent convictions under the Rehabilitation of Offenders Act 1974), agreement for an enhanced DBS check, permission to contact two referees, including their current or most recent employer (which should be taken up).
- The potential staff member or volunteer will be interviewed for their suitability for the post by the most appropriate person.
- Some staff and volunteers will be subject to a probationary period (3 – 6 months) during which they will be supervised, and monthly meetings will take place with their manager / supervisor to identify any concerns, training and support needs.
- Staff and volunteers will have a period of induction where they will complete training by working in their new role with support from their line manager and other relevant training. If they are member of staff they must attend a Safeguarding Children Level 1 Training. Volunteers will receive a handbook that outlines school procedures including safeguarding.
- It is mandatory for newly appointed staff and volunteers to complete a Childcare Disqualification Declaration Form. Failure to do so will result in the offer of employment being withdrawn.

Everyone at Alderman Cogan's CE Primary School, including volunteers, **MUST** complete the Childcare Disqualification Declaration Form in accordance with the legislation, which states the requirement for those working as:

- a member of staff who works with children up to the age of 5 during school time
- a member of staff who works with children up to the age of 8 outside of school times (breakfast club/extra-curricular club etc)
- a teaching assistant or lunchtime leader who works with or could cover a post with children up to the age of 5 during school time
- a senior leader of the school who could come into contact with children up to the age of 5 during school time
- a volunteer who could come into contact with children up to the age of 5 in school

Failure of the above members of staff/volunteers to do so would mean that they would be suspended from working in the school.

## **Disclosure and Barring Service**

A person who is barred from working with children will be breaking the law if they work or volunteer, or try to work or volunteer with those groups. If Alderman Cogan's CE Primary School knowingly employs someone who is barred to work with children they will also be breaking the law. If there is an incident where a member of staff or volunteer has to be dismissed because they have harmed a child, or would have if they had not been dismissed, Alderman Cogan's CE Primary School will notify the DBS.

## **19. Induction**

When new staff join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of the school's:

- Safeguarding/Child Protection Policy
- Part 1 of Keeping Children Safe in Education

and informed as to who the designated Safeguarding Coordinator within our school is.

## **20. Training**

The Safeguarding Coordinator undertakes specific inter-agency training on appointment which enables them to work in partnership with other agencies, and gives them the knowledge and skills needed to fulfil their role. In order to maintain their knowledge and skills the Safeguarding Coordinator undertakes refresher training at two yearly intervals.

All staff must have basic safeguarding training that equips them to recognise and respond to child welfare concerns. The school maintains a record of safeguarding training, which includes all staff throughout the school. Every staff member will undertake appropriate refresher training every three years, with the Safeguarding Coordinator refreshing her training every two years, as per HSCB guidelines.

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

## **21. Contacts**

### **HULL**

#### **Children's Social Care (Local Authority)**

**Access & Assessment Team** (01482) 448879

**Immediate Help Team** (01482) 788080

**Child Protection Administrator** (01482) 790933

**Local Authority Designated Officer** (01482) 790933

**Police Protection Vulnerable People Unit** (01482) 578488

**Hull Safeguarding Children Board** (01482) 379090

### **EAST RIDING OF YORKSHIRE**

#### **Children's Social Care (Local Authority)**

**Call Centre** (01482) 395500

**Children's Services** (01482) 396840

<b>Emergency Duty Team</b>	(01482) 880826
<b><u>Child Protection Administrator</u></b>	(01482) 396472
<b><u>East Riding Safeguarding Children Board</u></b>	(01482)396998/9
<b><u>Local Authority Designated Officer</u></b>	(01482) 396999
<b><u>Police Family Protection Team</u></b> ext 2407	0845 6060222

**Date :** Spring 2016

**Next Review :** Spring 2017