



# Euler Academy

## Safeguarding and Child Protection Policy – for consultation

(This policy reflects the trust and academy’s commitment to safeguarding pupils. It will be tailored to the setting prior to opening)

Reviewed By	Approved By	Date of Approval	Version Approved

## **Person responsible for this policy: #**

All Child Protection policies should be read in conjunction with the Hull Safeguarding Children's Partnership Procedures and Practice Guidance <http://hullscb.proceduresonline.com/> and Keeping children safe in education.

This child protection policy was reviewed: #

Next review date: #

At Euler, we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to use about anything that worries them. We will always act in the best interests of the child. The school assesses the risks and issues in the wider community when considering the well-being and safety of its pupils.

At Euler, pupils are taught about safeguarding, including online, through various teaching and learning opportunities as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it. At Euler, children sign an acceptable use policy upon admission to the school, children are reminded daily around the importance of logging on and off and children are reminded not to share personal information or passwords with others. Staff at Euler will follow up with the family any concerns regarding online safety at home.

**The safeguarding Team include the following staff:**

**# – Designated Safeguard Lead (DSL)**

**# – Child Protection and Welfare Co-Ordinator**

**# – Deputy Designated Safeguard Lead and Child Protection and Welfare Lead**

All staff and volunteers should be made aware of this policy, and be able to demonstrate an understanding of their responsibilities for safeguarding and promoting the welfare of children, including how to respond to any child protection concerns and how to make a referral to local authority children's social care or the police if necessary. The child protection policy is part of the induction pack for all new staff and volunteers. All staff are expected to read and sign they understand the most current Child Protection policy and KCSIE Part One of (this is annually). All staff have attended the Level 1 safeguarding children – A shared responsibility- Awareness, Recognition and Response training approved from the Hull safeguarding children's partnership-or equivalent Level 1. They will be expected to complete appropriate safeguarding training. The refresher training could be online training or face to face depending on the member of staff. Throughout the year, staff have regular updates and training as required to promote safeguarding children.

The Governor responsible for safeguarding is #. The governing body ensures policies, procedures and training in schools is effective and complies with the law at all times.

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## **1. Safeguarding and promoting the welfare of children**

Defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical 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.

## **2. Children**

Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.

## **3. Early Help**

Children and their families will experience a range of needs at different times in their lives. All children require access to high-quality universal services (such as schools, health visitors and nurseries), but some will also benefit from extra support to address additional needs. In Hull this support is called Early Help.

“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).

From the perspective of a child, it is clearly best to receive help before they have any, or have only minor, adverse experiences. In Hull, Early Help hubs offer a range of support for practitioners who need advice, guidance or a short intervention when working with children and families with additional needs.

All staff and volunteers should understand the importance of intervening early, before and problems become entrenched, and know how to access additional support for children, young people and families through the Early Help Hubs. All staff are aware that all children may benefit from early help, however staff are aware that some children may potentially need early help more than others due to other circumstances, for example disabilities, young carer, etc. The consent of parents / carers should always be sought before making a request for a service to the Early Help. If at any time the concerns about the child become more serious, they should be referred to Children’s Social Care Early Help and Safeguarding Hub (EHaSH).

## **4. Child Protection**

Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

## **5. Definitions of harm**

### **Abuse**

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

## **Physical abuse**

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

## **Emotional abuse**

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

## **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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 29).

## **Neglect**

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, 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.

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

Child sexual exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also

occur through the use of technology. Please refer to Keeping Children Safe in Education (2020) for indicators of CSE.

### **Child Criminal Exploitation (CCE)**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

### **Domestic Abuse**

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

### **Children Missing Education (CME)**

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children. At Euler, we monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change. For further information, please refer to Keeping Children Safe in Education (2020) and Children missing education: statutory guidance for local authorities – September 2016.

### **Prevent Duty**

As part of the Counter Terrorism and Security Act 2015, schools have a duty to ‘prevent people being drawn into terrorism’. This has become known as the ‘Prevent Duty’. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead. The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. For further information and guidance on the indicators, please refer to the Counter Terrorism and Security Act (2015) – The 'Prevent Duty' and Keeping Children Safe in Education (2020).

### **Online Safety**

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. When children arrive at school, any technological devices are handed to staff and kept locked in a secure cupboard until the end of the school day. Both parents and child can access leaflets and links on the website to get more information about online safety. Each device in school is linked to forensic monitoring which alerts the safeguarding team in school if children access unauthorised websites whilst on school site.

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 Hull Safeguarding Children's Partnership, Procedures and Practice Guidance.

### **Other specific sources of harm**

Staff / volunteers also need to be aware of other specific sources of abuse and safeguarding issues, some of these are listed below:

- Children and the court system
- Children with family members in prison
- Homelessness
- Sexual violence and sexual harassment between children in schools and colleges

'Keeping Children Safe in Education, Annex A p78 provides additional information for these specific sources of harm.

**For a more comprehensive list of specific sources of harm, please refer to the practice guidance in HSCB guidelines and procedures**

**<http://hullscb.proceduresonline.com>**

## **6. Recognition of harm**

Everybody working with children and families must be alert to the needs of children and any risks of harm - including to unborn children, babies, older children, young carers, children who are disabled, those with special educational needs, are living away from home or are Looked After by the local authority. All staff and volunteers should be able

to recognise, and know how to act upon, evidence that a child's health or development is being impaired or that the child is suffering, or is likely to suffer significant harm.

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

- Information given to you 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;
  - They are a pre mobile baby with bruising.
- 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.
- A young person having contact with an individual or individuals who have been identified as presenting a risk or potential risk of harm 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, previous children removed from their carers.

### **Children with special educational needs and disabilities (SEND)**

Children and young people with special educational needs and disabilities can face additional safeguarding challenges. Children with SEND can be disproportionately impacted by things like bullying without outwardly showing any signs and difficulties may arise in overcoming communication barriers. All staff are aware that children with special educational needs and disabilities could have additional barriers that exist when recognising abuse and neglect. This could prevent them from keeping themselves safe and making disclosures. All staff are aware to be vigilant and to report any changes in behaviour or any concerns they may have to the Designated Safeguard Lead, Deputy or Child Protection Co-Ordinator. Staff must accommodate all pupils individual SEND needs.

### **Children with a social worker**

At Euler, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.

### **Young carers**

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

## Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

### 7. Acting on concerns

No professional should assume that someone else will pass on information which they think may be critical to keeping a child safe. If a professional has concerns about a child's welfare and believes they are suffering or likely to suffer harm, then they have a responsibility to share the information with the Designated Safeguard Lead, Deputy or Child Protection Co-Ordinator. If not available to the local authority children's social care (Working Together to Safeguard Children 2015)

**Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.**

For more information about actions for where there are concerns about a child, information sharing and effective communication see appendices 1,2 and 3)

### Seeking Medical Attention

If a child has a physical injury, and there are concerns about abuse, medical attention should be sought immediately by telephoning for an ambulance, attending the Emergency Department or Minor Injury Unit (depending on the severity of the injury).

The procedures for referring a child to Children's Social Care should then be followed. Any safeguarding concerns should be shared with the Ambulance staff/Medical and Nursing staff in order that they can appropriately assess and treat the child, and share relevant information.

Contacting emergency services for urgent medical treatment must not be delayed for any reason.

### **Managing a disclosure**

- 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 Designated Lead and Deputy for child protection or member of the Safeguarding Team within your organisation must be informed immediately.
- A written account needs to be completed on a cause for concern handed to the DSL or a member of the team

### **Female Genital Mutilation**

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure (unlike in the medical profession where an observation may have been made). Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

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

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

### **Mental Health**

All staff at Euler are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or

exploitation. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy. At Whitehouse we support children through Jigsaw lessons, the Personal Development team and through Pupil Champions. Externally, we refer into Headstart and CAMHS to support the mental health and well-being of our children and young people.

### **Sexting (also known as youth produced sexual imagery)**

All incidents involving 'sexting' must be reported to the Designated Safeguard Lead or Deputy immediately. All staff are aware of the following procedures:

- **Never** view, download or share the imagery yourself, or ask a child to share or download – **this is illegal**
- If imagery has been viewed by accident, report this to DSL
- **Do not** delete the imagery or ask the young person to delete
- **Do not** ask the child to disclose information regarding the imagery. This is the responsibility of the DSL
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL and Deputy DSL.

### **Peer on Peer abuse**

Children can abuse other children and staff are aware that this is referred to as peer on peer abuse (See section 10). Allegations of abuse made against a peer on a peer are reported to safeguarding team.

### **Upskirting**

This is now listed as part of peer on peer abuse. This typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks.

### **Serious Violence**

All staff should be aware of the indicators that might signal children that are at risk from, or are involved with serious violent crime. These can include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

## **8. Referring concerns about a child**

The Designated Safeguarding Lead or Deputy will act on behalf of Euler in referring concerns or allegations of harm to Local Authority Early Help and Safeguarding Hub (EHaSH) or the Protecting Vulnerable People Unit. In the case of it being out of hours the Emergency Duty Team should be contacted.

If the Designated Safeguarding Lead or Deputy is in any doubt about making a referral they will contact Early Help and Safeguarding Hub (EHaSH) for advice. 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.

It is not the role of the Designated Safeguarding Lead or Deputy to undertake an investigation into the concerns or allegation of harm. It is the role of the Designated Safeguarding Lead or Deputy to collate and clarify details of the concern or allegation and to provide this information to the Early Help and Safeguarding Hub (EHaSH), or Assessment, Locality Safeguarding Team 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.

### **Female Genital Mutilation**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

Teachers **must** personally and immediately report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still discuss any such case with the Designated Safeguard Lead (or Deputy) and involve children's social care as appropriate.

### **Consent**

Issues of consent should always be considered.

Before making a referral, parents/carers must be informed that you are making contact with Children's Social Care – including the reasons for you doing this – and be asked to give consent to the referral being made. This includes protecting a child from Significant Harm.

There are circumstances when it may be appropriate to dispense with the requirement to obtain consent to share information; this includes when:

- Discussion with the parents/ carers could place the child or other family members at risk ;
- The child is in immediate danger ( e.g. requires medical attention )
- Discussion with parents / carers may place you or another member of staff at risk

It should be noted that when parents, carers or child may not agree to information being shared, but this does not prevent professionals from being able to make a referral where child protection concerns persist. When sharing information without consent it is important to record why any such decision has been made.

### **The Hull Safeguarding Children's Partnership Contact and Referral Form**

All telephone referrals made by professionals should be followed, within 48 hours by a written referral giving specific and detailed information. A template Contact and Referral Form has been developed for this purpose.

If you have secure email the form should be sent to Early Help and Safeguarding Hub (EHaSH) [ehash@hullcc.gov.uk](mailto:ehash@hullcc.gov.uk)

Early Help referrals are through the online portal [www.earlyhelpportallive.hullcc.gov.uk](http://www.earlyhelpportallive.hullcc.gov.uk)

## **Children's Social Care Action following a Referral**

Children's Social Care should acknowledge a **written referral within one working day** of receiving it. If the referrer has not received an acknowledgement within **3 working days**, they should contact Children's Social Care again.

### **9. Allegations against staff members / volunteers**

If any member of staff or volunteer has concerns about the behaviour or conduct of another individual working within the group or organisation such as:

- Behaved in a way that has harmed, or may have harmed a child;
- Possibly committed a criminal offence against, or related to, a child;
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children. This could include children within the employee's workplace or outside of it, including their own children or;
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The nature of the allegation or concern should be reported to the Head of School or Chair of Governors for dealing with allegations within the organisation 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 Designated Officer for your organisation will report the matter to the Local Authority Designated Officer (LADO). The contact number for the LADO is (01482) 606 112 / 790 933

### **Allegations against staff in their personal lives or which occur in the community**

If an allegation or concern arises about a member of staff, outside of their work with children, and this may present a risk of harm to child/ren for whom the member of staff is responsible, the general principles outlined in this policy will still apply.

If the member of staff lives in a different authority area to that which covers their workplace, liaison should take place between the relevant agencies in both areas and a joint Strategy Meeting / Discussion or Professional's Meeting should be held.

In some cases, an allegation of abuse against someone closely associated with a member of staff (e.g. partner, member of the family or other household member) may present a risk of harm to child/ren for whom the member of staff is responsible. In these circumstances, a Strategy or Professional's Meeting / Discussion should be held to consider:

- The ability and/or willingness of the member of staff to adequately protect the child/ren;
- Whether measures need to be put in place to ensure their protection;
- Whether the employment role of the member of staff is compromised.

### **10. Allegations of abuse made against other children**

A child can be abused by other children. This is generally referred to as peer on peer abuse and can take many forms. Below is a list of possible types:

- Bullying, including cyberbullying
- Sexual violence

- Sexual harassment
- Physical abuse or causing physical harm
- Sexting
- Initiating/hazing type violence and rituals
- Upskirting

Peer on peer abuse should never be tolerated and should never be passed as 'banter' or 'part of growing up'. It is essential that all victims are reassured that they are being taken seriously and they will be supported and kept safe. If staff have a concern regarding a child or a child makes a report to them, they should follow the same referral process as stated in this policy in section 8. If it is felt that a criminal act has been committed this needs to be reported to the police. All acts of peer on peer abuse will be investigated and dealt with through the Safeguarding team as well as the Head of School and Deputy.

The school ensures children are knowledgeable and have an understanding of risks of abuse and harm, as well as what to do if it happens. This is through the school ethos, behaviour policy, assemblies, workshops and PSHE curriculum. The children are taught to care and respect each other.

### **Sexual violence and sexual harassment between children in schools**

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Staff are aware that children who are victims of sexual violence and sexual harassment will likely find this experience stressful and distressing. All victims are taken seriously and offered support by the schools safeguarding team and other agencies. Staff are also aware that some groups are potentially more at risk, for example girls, children with SEND and LGBT children.

All staff are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys':
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breast and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks the normalising.
- Upskirting

### **11. Recruitment and selection**

When recruiting paid staff and volunteers it is important to always follow the processes set out in the organisation's safer recruitment policy. This will ensure potential staff and volunteers are screened for their suitability to work with children and young people.

#### **Venn recruitment policy**

The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevents unsuitable people from working with vulnerable groups, including children.

<https://www.gov.uk/government/organisations/disclosure-and-barring-service/about>

A person who is barred from working with children or vulnerable adults will be breaking the law if they work or volunteer, or try to work or volunteer with those groups. If Euler

knowingly employs someone who is barred to work with those groups 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 vulnerable adult, or would have been if they had not left, Euler will notify the DBS.

### **Section 128**

All management staff within the academy are checked against the Section 128 barring list held on the NCTL website.

### **11. Contacts**

#### Hull

Children's Social Care (Local Authority)

Early Help and Safeguarding Hub (EHaSH)

(01482) 448879

Emergency Duty Team (out of office hours)

(01482) 300304

Local Authority Designated Officer

(01482) 606112 / 790933

Protecting Vulnerable People Unit

101

Hull Safeguarding Children's Partnership

(01482) 379090

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

#### East Riding of Yorkshire

Children's Social Care (Local Authority)

Referrals

(01482) 395500

For Help and Advice

(01482) 393339

Emergency Duty Team (out of office hours)

(01377) 241273

Local Authority Designated Officer

(01482) 396999

Police Public Protection Team

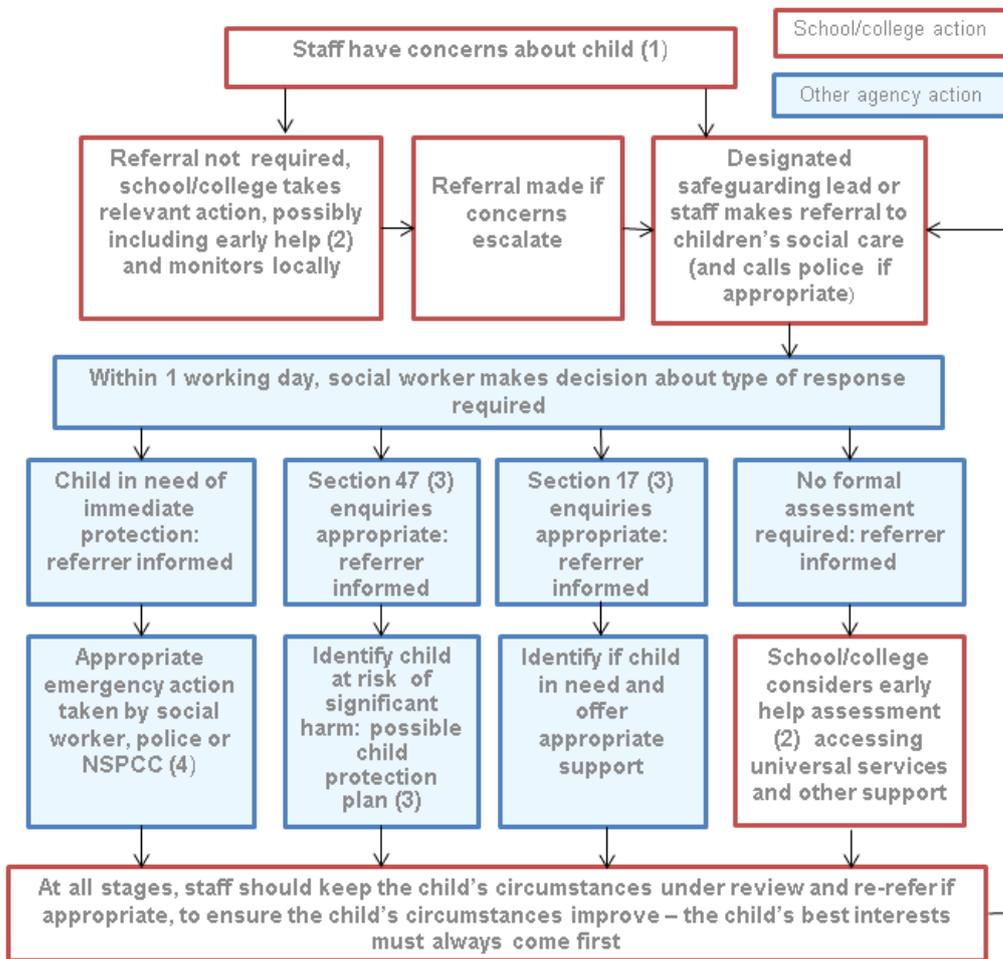
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East Riding Safeguarding Children Board

(01482)396998/9

# Appendix 1

## Actions where there are concerns about a child



## Appendix 2

### Seven Golden rules of information sharing

*Information sharing- Advice for practitioners providing safeguarding services to children, young people, parents and carers (Department for Education, March 2015) has been produced to support practitioners in the decisions they take when sharing information to reduce the risk of harm to children and young people.*

Below are the 7 golden rules of information sharing that this guidance recommends.

- 1. Remember that the Data Protection Act 1998 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 if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.*
- 4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason 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 certain of the basis upon which you are doing so. Where you 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 (see principles).*
- 7. Keep 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*

## **Appendix 3 - Considerations when Contacting another Agency/Service**

### **1) Effective Communication between Agencies**

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Effective communication requires a culture of listening to and engaging in, dialogue within and across agencies. It is essential that all communication is as accurate and complete as possible and clearly recorded.

Accuracy is key; without it effective decisions cannot be made. Equally, inaccurate accounts can lead to children remaining unsafe, or to the possibility of wrongful actions being taken that affect children and adults

Before contacting another agency, think about why you are doing it, is it to:

- **Share Information**

To share information is the term used to describe the situation where practitioners use their professional judgement and experience on a case by case basis to decide whether and what personal information to share with other practitioners in order to meet the needs of a child or young person.

Decisions to request and share information must be considered in terms of whether they are necessary and proportionate.

- **Signpost to Another Service**

The definition to signpost is to indicate direction towards. It is an informal process whereby a professional or a family is shown in the direction of a service.

If someone is signposted to a service it is because accessing the service may enhance the family's quality of life, but there would be no increased risk to the child or young person should the service not be accessed.

No agency is responsible for the monitoring or recording of signposting.

- **Seek Advice and Guidance**

Seeking advice and guidance at any time, making a general query or perhaps consulting with a specialist colleague within your own organisation (or from another agency) may enhance the work that you are doing with a child, young person or family at any stage. It could be that you want further information about services available or that you want some specialist advice or perhaps need to consult about a particular issue or query for instance to ask if making a referral is appropriate.

The name of the child and family should be anonymised at this stage unless agreement to share the information has already been obtained.

It is vital that you record that you have sought information and advice in your own records. The agency you are contacting may not record this information, particularly if the case is not open or active with them. It should be agreed between agencies in this situation as to who records what information.

At the end of the conversation both parties must be clear about the next course of action.

- **Facilitate Access to a Service**

If you think that a family may benefit from a service then directing, signposting or facilitating is appropriate. For example, a family approaches your service and asks for some advice about leisure activities in the local area. You give them the information and directions to the nearest open access leisure centre.

- **Refer a Child or Family**

If you think that by not accessing a particular service, a child's situation could deteriorate then a referral is appropriate. However, a referral is only the start of the process. You as the referrer have a responsibility to monitor that the service has been taken up and the child's situation has improved.

Sometimes you may need to draw on other support services, for example when an intervention has not achieved the desired outcomes and the child/young person requires more specialist or sustained support.

A specific gap in services to meet a need or any level of concern warrants follow up and monitoring to ensure there is no risk to children.

At the end of the conversation both parties must be clear about the outcome and the next course of action.

## **2) Professional Differences**

Where there are any professional differences about a particular decision, course of action or lack of action you should consult with a Senior Manager within your own organisation about next steps. [Resolving Interagency Disagreements Guidance](#)

## **3) Recording**

Well-kept records about work with a child and his or her family provide an essential underpinning to good professional practice. Records should be clear, accessible and comprehensive, with judgements made and decisions and interventions carefully recorded. Where decisions have been taken jointly across agencies, or endorsed by a manager, this should be made clear.

You should record your decision and the reasons for it, whether or not you decide to share information. If the decision is to share, you should record what information was shared and with whom.

You should work within your agency's arrangements for recording information and within any local information sharing procedures in place. These arrangements and procedures must be in accordance with the Data Protection Act 1998