



# Safeguarding (Child Protection) Policy

## Version 26/27 - 1.0

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| <b>Important:</b> This document can only be considered valid when viewed on the school's website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online. |                      |
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| <b>Implementation Date:</b>                                                                                                                                                                                                                                | Autumn 2026          |
| <b>Review Date:</b>                                                                                                                                                                                                                                        | Summer 2027          |

All staff, governors, volunteers and regular visitors will read and understand Part One of Keeping Children Safe in Education and receive safeguarding updates throughout the academic year.

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## **Introduction**

Malet Lambert has the responsibility to protect and safeguard the welfare of young people with whom it comes into contact. The need for guidelines and procedures is important to ensure that this is done with understanding and clarity.

Our policies, procedures and protocols reflect those contained within the most up to date 'Keeping Children Safe in Education' statutory guidance for schools and colleges.

Nothing is more important than children's welfare. Every child deserves to grow up in a safe, stable, and loving home. Children who need help and protection deserve high quality and effective support. This requires individuals, agencies, and organisations to be clear about their own and each other's roles and responsibilities, and how they work together  
(*Working Together to Safeguard Children – 2026*)

**The persons with lead responsibility for safeguarding within Malet Lambert are the Deputy Headteacher (Designated Safeguarding Lead), Assistant Headteacher (Deputy DSL) and the Child Protection, Safeguarding & Multi Agency Liaison Officer.**

## **Training Received**

An ongoing and up to date record of the training of the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and Safeguarding Officer is maintained.

Malet Lambert will aim to protect and safeguard children and young people by: -

- Ensuring that all staff / volunteers are carefully selected, trained and supervised. All teaching and non-teaching staff, volunteers, governors and all other adults are subjected to an enhanced DBS check
- Staff and visitors are issued with a lanyard/badge which represents their level of DBS status. Staff and pupils have been informed of the colours and what they represent:

**Black** Issued to all Malet Lambert staff – fully DBS checked

**Blue** Issued to visitors or new staff who have produced a valid DBS on arrival

**Green** Issued to members of the 'Education Alliance' – fully DBS checked

**Red** Issued to visitors who do not have a valid DBS – these visitors must be escorted at all times

\*In line with guidance provided by Ofsted inspectors at a Safeguarding Conference in June 2017 – A blue lanyard will be given to the inspectors on presentation of their Ofsted ID

- The school regularly conduct vigilance tests regarding lanyards and we document the outcome
- Staff and visitors sign in and out through a computerised system (installed May 2017). When parents collect pupils from school during lesson time they are required to produce valid ID and to use the above computerised system which captures a timed stamped photograph. As part of the signing in process all visitors are given a leaflet outlining the key Child Protection personnel and safeguarding procedures
- At the end of the school day the school have a set of protocols and practice to ensure adequate supervision is provided to safeguard any children left on site
- Having a Child Protection Policy and Procedure and regularly reviewing and updating this in line with national and local policy development. This will be done annually with consultation with governors. Once confirmed by governors, this will form part of the induction pack for all new staff and will be stored on the common drive on the school network. In addition, it will be accessible to parents through the school web site
- Ensuring that staff / volunteers complete appropriate Safeguarding/Child Protection Training as part of a rolling programme that seeks to train all staff to have an awareness of child abuse and neglect and ensure that the training is updated at least every three years
- Ensuring that Malet Lambert has an appropriately trained DSL, deputy DSL and SGO and that all staff and volunteers are aware of the named persons and process of reporting concerns to them
- Assessing the risk that children and young people may encounter and taking steps to minimise and manage this through trip and alternative placement risk assessments, CP statements from our partner providers and governor scrutiny of accident book records and safeguarding arrangements
- Letting parents, carers, children and young people know how to report concerns about a child, young person, staff member or volunteer or complain about anything that they are not happy about. This will be communicated to parents and pupils through the

website but also through the display of the DSL and SGO around the school and through the information given to all new pupils on entry into the school

- Ensuring that all concerns will be dealt with sensitively, with routine and rigour and with the child at the centre of all actions

All staff and volunteers are made aware of this policy and process for reporting concerns:

- Staff & Volunteers can access policies via the school website.
- Safeguarding Policy is available to all parents and visitors on the school website.
- Safeguarding training is a part of new staff induction
- Keeping Children Safe in Education – Part 1 booklet is given to all existing and new staff. The KCSIE Part 1 document is given to staff each time the DfE updates the statutory guidance.
- All staff members must complete a 'Safeguarding' online training course and refresh every three years. Staff must also complete the 'Prevent' online course. The staff receive updates throughout the year on training days and in staff briefings
- Information sheet given to all visitors informing them of which members of staff to contact to express any safeguarding or child protection concerns they may witness whilst in school

## **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 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. 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.

## **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 Malet Lambert 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 or meetings are convened with other professionals to support effective early help assessments. The school recognises the Family Help model and will work with universal services, targeted services and statutory agencies to ensure children receive support at the earliest opportunity.

We currently work with a number of external agencies including:

**Maxlife** - work individually or with the whole family on a variety of issues

**Connexions** - work to ensure impartial careers guidance with potential NEETS & SEN

**Corner House/MESMAC** - child sexual exploitation, healthy relationships and e-safety

**CAMHS/MIND** - individual work with pupils re mental health issues

**Sexual Health Nurse** - sexual health advice & guidance

**School Nurse Service** - health, medical and emotional wellbeing issues

**Dove House** - bereavement support

**Hull Domestic Abuse Partnership and Hull Women's Aid** - supporting individuals re domestic incidents/abuse

**Refresh** - drug and alcohol support

**Medical PRU/Home Tuition** - supporting pupils with complex needs emotional and physical

**HRI Medical Classroom** - supporting pupils with medical needs/injuries

**Hull Youth Justice Service** - engaging young people in positive activities outside of school

**Pupil Referral Units** - supporting pupils with barriers to learning

**EHASH** - Early Help & Safeguarding Hub – assessment & support for families

**VEMT (Vulnerable, Exploited, Missing and Trafficked Team)** - supporting young people in those areas

**Lifeskills Hub** - Supporting pupils regarding mental health issues

**External Counsellors, Mental Health Support Team and MIND** - supporting young peoples' mental health

**Families Together Service** - Supporting pupils with bereavement and those whose parents/carers have illnesses or life limiting conditions.

### **3. 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.

### **4. 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 (e.g. via the internet). They may be abused by an adult or adults, or 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 persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may

involve serious bullying (including cyber bullying), 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**

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

### **Neglect**

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment,) failing to protect a child from physical and emotional harm or danger, failing to ensure adequate supervision (including the use of inadequate care-givers) or failing to 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 / DSL's do have a duty to report any concerns about harm in accordance with the Local Safeguarding Children Partnership, Guidelines and Procedures.

## **Self-Harm**

School staff can play an important role in preventing self-harm and also supporting pupil, peers and parents currently engaging in self-harm.

Any member of staff who is aware of a pupil engaging in or suspected of being at risk of engaging in self-harm should **always** report their concerns on CPOMS (software used in school to report concerns to the relevant staff).

Pupils need to be made aware that it may not be possible for staff to offer complete confidentiality. **If you consider a pupil is at serious risk of harming themselves then confidentiality cannot be kept.**

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

### **Statutory definition of Child Sexual Exploitation**

CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship.

## **Female Genital Mutilation (FGM)**

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 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 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. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally 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 consider and discuss any such case with the school’s or college’s Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and/or Safeguarding Officer (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: In addition, it is illegal for someone to arrange for a child to have this procedure.

At Malet Lambert we believe that our pupils should be kept safe from harm. If staff have a concern they should activate local safeguarding procedures using existing national and local protocols for multi-agency liaison with police and children’s social care.

### **Honour Based Violence**

So-called ‘honour’-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving ‘honour’ often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

At Malet Lambert we take HBA crime very seriously and deal with cases sensitively and confidentially. To this end we work collaboratively with external agencies to keep children and young people safe from harm.

### **Forced Marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. The school can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 32-36 of which focus on the role of schools and colleges) and, multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage - GOV.UK ([www.gov.uk](http://www.gov.uk)) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fcdo.gov.uk](mailto:fm@fcdo.gov.uk).

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

### **Violence against Women and Girls (VAWG)**

Violence against Women and Girls includes recognising misogyny as a safeguarding concern; preventing harmful gender stereotyping; coercive behaviour and sexual harassment along with online abuse directed at girls.

### **Child-on-Child Abuse (including harassment and violence)**

Child-on-Child abuse can include: all forms of bullying, being coerced into sending sexual images (sexting), physical or sexual assaults, sexual violence, sexual harassment, sexual activity without consent, upskirting, child sexual exploitation or teenage relationship abuse. The school recognises that misogynistic attitudes and behaviours can underpin sexual harassment, abuse and violence and will challenge such attitudes through curriculum, behaviour systems and safeguarding processes.

At Malet Lambert we do our utmost to ensure that children and young people are protected from harm and will educate pupils on how to build resilience. Our staff receive regular training to help equip them with the tools to recognise different forms of peer abuse, and the mechanisms for responding and reporting incidents.

A pupil against whom an allegation of abuse has been made may be suspended pending an investigation and the school Behaviour for Learning 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.

### **Sexual Harm and Harassment including VAWG**

Violence against Women and Girls includes recognising misogyny as a safeguarding concern; preventing harmful gender stereotyping; coercive behaviour and sexual harassment along with online abuse directed at girls.

Malet Lambert is fully committed to ensuring that all pupils experience a positive culture where pupils are educated and supported with the aim of ensuring that they are free from any sexual harm and/or harassment within the confines of the school or elsewhere. If any Malet Lambert pupil was to have any such experience our role is to foster an open, trusted and caring environment into which all pupils would feel they could disclose their experience and receive appropriate support. We operate a transparent approach where we regularly evaluate the culture within the school and respond accordingly. The school works in close partnership with a raft of safeguarding leads and bodies within the local area and we follow all statutory guidance. We are particularly led by Part 5 of the current KCSIE document.

### **Special Educational Needs and Disability (SEND)**

We are an inclusive school and recognise that SEND children have exactly the same human rights to be safe from abuse and harm as non-SEND children.

We actively try to remove any barriers to learning and participation that may disadvantage children. We acknowledge that children with SEND are especially vulnerable to all types of abuse and are statically more likely to be targeted due to difficulties they may face in communicating what is happening to them. Therefore, we ensure that SEND children are responded to carefully when they have, or show signs of concern.

We feel it is particularly important that all staff and volunteers are fully informed and adequately trained in order to protect vulnerable groups.

### **Children Absent in Education (CME)**

Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At Malet Lambert we will encourage the full attendance of all our pupils. Where we have concerns that a child is missing from education we will follow the local authority protocols and refer to the Education Welfare Service, CME Officer who will make reasonable efforts to identify the child's whereabouts.

The child will not be removed from our school roll until notified by the CME officer that it is appropriate to do so.

(Ref: Attendance Policy and Local Authority CME protocols)

### **Child Criminal Exploitation: County Lines**

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

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

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

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

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office and The Children's Society County Lines Toolkit for Professionals.

If the school has any concerns regarding a young person being exploited the relevant agencies would be contacted and information passed on.

### **AI and Emerging Technology**

Online safeguarding includes risks arising from artificial intelligence tools, AI generated images and videos, deepfakes, misinformation, disinformation and emerging technologies. Pupils are taught to recognise and how to look for the validity of the information they are viewing.

Pupils involved in the creating of offensive, upsetting or degrading online or AI generated content will be sanctioned in line with the school's behaviour policy.

The school is a mobile free zone, and pupils are further safeguarded by not being able to access internet that is not monitored during the school hours.

## **5. Recognition of harm**

The harm or possible harm of a child may come to your attention in several 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 several factors occur over time, for example, the child fails to progress and thrive in contrast to his/her peers
- A change in behaviour linked to AI generated content, deepfakes, online coercion and sextortion may present in others way such as being withdrawn

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.

## **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 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

## **6. 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 should share the information with local authority children's social care.

### **Seeking Medical Attention**

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

### **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 for child protection within your organisation must be informed immediately

### **Pupil searches**

To search a pupil under UK safeguarding rules, school staff must follow Searching, Screening and Confiscation guidance. Headteachers and authorized staff can search a student or their possessions for prohibited items if they have reasonable grounds to suspect.

The statutory rules for schools include the following:

- **Authorisation:** Only the headteacher or authorized staff can perform a search. [1]
- **No-Consent Searching:** Staff can search without consent for items including weapons, alcohol, illegal drugs, stolen items, tobacco, and items used to commit an offense or cause harm.
- **Mobile Phones:** Phones are explicitly subject to search and confiscation rules. School policies generally mandate phone-free environments during the day.
- **Screening:** Walk-through or hand-held metal detectors (screening) can be used without the need to suspect a pupil is carrying a weapon.

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

The DSL and/or SGO will act on behalf of the school in referring concerns or allegations of harm to the Local Authority EHASH Team or the Police Public Protection Unit.

If the DSL or SGO is in any doubt about making a referral it is important to note that advice can be sought from Local Authority EHASH Team. 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 DSL or SGO to undertake an investigation into the concerns or allegation of harm. It is the role of the designated safeguarding lead to collate and clarify details of the concern or allegation and to provide this information to the Local Authority EHASH Team, or Locality 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.

## **Consent**

Professionals should seek to discuss any concerns with the family (including the child where appropriate) and where possible seek their agreement to making referrals to the Local Authority EHASH 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 and communicated with the Local Authority EHASH Team.

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.

### **Preparing to Discuss Concerns about a Child with Children's Social Care**

Try to clarify in your mind why you are worried, is it based on:

- What you have seen
- What you have heard from others
- What has been said to you directly

**Try to be as clear as you can about why you are worried and what you need to do next:**

- This is what I have done
- What more do I need to do?
- Are there any other children in the family?
- Is the child in immediate danger?

**In the conversation that takes place the duty Social Worker will seek to clarify:**

- The nature of the concerns
- How and why they have arisen
- What appear to be the needs of the child and family and
- What involvement they are having or have had with the child and / or family

### **Questions Children's Social Care may ask at Initial Contact**

- Agency (i.e. school, etc) address and contact details of referrer
- Has consent to make the referral been gained? Information regarding parents' knowledge and views on the referral
- Where consent has not been sought to make a referral you will be asked to explain what informed your decision making
- Full names, dates of birth and gender of children
- Family address and, where relevant, school/nursery attended
- Previous addresses

- Identity of those with **Parental Responsibility**
- Names and dates of birth of all members of the household
- Ethnicity, first language and religion of children and parents
- Any special needs of the children or of the parents and carers
- Any significant recent or past events
- Cause for concern including details of allegations, their sources, timing and location
- The child's current location and emotional and physical condition
- Whether the child needs immediate protection
- Details of any alleged perpetrator (name, date of birth, address, contact with other children)
- Referrer's relationship with and knowledge of the child and his or her family
- Known involvement of other agencies
- Details of any significant others
- Gain consent for further information sharing / seeking
- The referrer should be asked specifically if they hold any information about difficulties being experienced by the family/household due to domestic violence, mental illness, substance misuse and/or learning difficulties

### **Referral Proforma**

All telephone referrals made by professionals should be followed up, within 48 hours by a written referral giving specific and detailed information.

All referrals are submitted via the EHASH portal

### **Feedback**

Children's Social Care should acknowledge **a referral via the Portal straight away either by email or telephone**

### **8. 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 DSL or Headteacher 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 Local Authority Designated Officer (LADO).

In the case that the concern or allegation relates to the Headteacher the Chair of Governors should be contacted. 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 her or she may pose a risk of harm to children and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

National contacts for NSPCC – Whistle Blowing

**Tel: 0800 028 0285 Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)**

### **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 they are 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 a 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 their 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.

Malet Lambert adheres to the Department for Education 'Keeping Children Safe in Education' statutory guidance.

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.

It is a criminal offence under the Education Act 2011 to name a teacher who has had an allegation made against them before they are charged by the Police. This includes all stakeholders and parents, and any form of disclosure i.e. social networking sites, speaking with the press, playground or staffroom 'gossip' etc.

### **Allegations against other pupils**

A pupil against whom an allegation of abuse has been made may be suspended from the school pending an investigation and the school 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.

## **9. Recruitment and selection**

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

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

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 the school 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, the school will notify the DBS.

### **Induction**

When new members of staff join Malet Lambert they will be informed of the safeguarding arrangements in place. They will be given a copy of the school's safeguarding policy plus Part 1 of Keeping Children Safe in Education document, and also told the name of the DSL, Deputy DSL and SGO. Every new member of staff will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record information and issues of confidentiality. The induction will also remind members of staff of their responsibility to safeguard all children at our school and the remit of the role of the DSL, Deputy DSL and SGO. All new staff must complete the schools online Safeguarding training and Prevent training course.

All volunteers and temporary staff to our school will be provided with the same level of information in relation to safeguarding.

### **Training**

The DSL, Deputy DSL and SGO undertake specific specialist 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 DSL, Deputy DSL and SGO undertake refresher training at two yearly intervals and additional training relating to safeguarding.

All staff members have basic child protection training that equips them to recognise and respond to child welfare concerns. All the training is done via an online training provider. The school maintains a record of Safeguarding training, PREVENT training and all other relevant training which staff require, this includes teaching and non-teaching staff. Every staff member undertakes appropriate refresher training every three years and receives updates regarding safeguarding/child protection.

Our Governing Body will also undertake appropriate training to ensure it is able to carry out its duties to safeguard pupils and staff at our school.

## **10. Extremism & Radicalisation**

The school has a lockdown procedure in place. A continuous alarm bell will sound, pupils and staff will remain in the classroom or proceed to the nearest room for safety. The school will follow the 'RUN, HIDE, TELL' guidance issued by the police.

All pupils and staff have been informed of the lockdown procedure and practice drills have taken place.

Prevent is one part of the Government's strategy for countering terrorism and extremism in the UK. Terrorism and extremism is not restricted to violent Islamism and those groups associated with Al Qaeda, although this remains the greatest threat to the UK. There are also risks from the Extreme Right Wing, Northern Ireland related terrorism and other single causes.

The Prevent strategy has three main objectives which are;

- **Ideology** - To respond to the ideological challenge of terrorism and the threat we face from those who promote it
- **Institutions** - Work with a wide range of sectors, in particular education, faith groups, healthcare providers, criminal justice and the internet, where there are risks of radicalisation
- **Individuals** - Prevent people from being drawn into terrorism and protect those who are at risk of radicalisation, ensuring that they are given appropriate advice and support

The Channel process is a key element of the *Prevent* strategy. It is a multi-agency approach to identifying and supporting those **individuals** who are vulnerable and at risk from radicalisation.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk

they face before illegality occurs. Channel uses existing collaboration between local authorities, the police, statutory partners and the local community to:

- Identify individuals at risk of being drawn into terrorism
- Assess the nature and extent of that risk and
- Develop the most appropriate support plan for the individuals concerned

### **How to report your concerns**

Anyone can report or refer an individual whom they feel is vulnerable to radicalisation. The information will be dealt with in confidence and in line with current legislation. The emphasis is on safeguarding individuals and protecting the public.

You can refer individuals directly to the Prevent Team using the Prevent Referral Form to email: [Prevent@hullcc.gov.uk](mailto:Prevent@hullcc.gov.uk) – this must relate to an individual aged 17 or under.

## **11. Risk Assessments**

Risk assessments for individual pupils may be necessary to protect pupils from injury or harm to themselves or other members of the school community, it may also be used where an additional layer of support above a medical care plan is needed to support a child's medical condition.

A decision as to whether a pupil requires a risk assessment is made on an individual basis.

## **12. Contacts**

### **Hull**

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

|                                        |                       |
|----------------------------------------|-----------------------|
| EHASH                                  | (01482) 448879        |
| Emergency Duty Team - Out of Hours     | (01482) 300304        |
| Local Authority Designated Officer     | (01482) 790933/613372 |
| Police Public Protection Unit          | 101                   |
| Hull Safeguarding Children Partnership | (01482) 379090        |

[www.hullsafeguardingchildren.org](http://www.hullsafeguardingchildren.org)

## **East Riding of Yorkshire**

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

|                                               |                 |
|-----------------------------------------------|-----------------|
| Referrals – Support & Safeguarding Hub        | (01482) 395500  |
| Help and Advice – Early Help                  | (01482) 391700  |
| Emergency Duty Team                           | (01482) 393939  |
| East Riding Safeguarding Children Partnership | (01482)396998/9 |
| Local Authority Designated Officer            | (01482) 396999  |
| Police Public Protection Team                 | 101             |

## **14 Appendix 1**

### Procedures at Malet Lambert

- It is perfectly acceptable for a concern to be discussed with the appropriate pastoral staff if necessary
- A member of staff or volunteer must report any concerns or allegation of harm immediately to the designated persons; DSL, Deputy DSL or SGO, using 'CPOMS' (software application for recording and monitoring child protection and safeguarding concerns)
- In the absence of the DSL, Deputy DSL or SGO the matter should be reported to the person identified as their deputy at that point in time. In the event of neither of these individuals being available the matter should be reported through the line management system or the Headteacher. In the unlikely event of management not being available, the matter should be reported directly to the appropriate Local Authority Child Care Team or Police Public / Family Protection Unit. In the case of it being out of hours the Emergency Duty Team should be contacted
- Should a member of staff ever become aware of a CP issue outside the normal school hours (for example at a late night, weekend or half term revision session) and that the designated person/s or senior member of staff cannot be contacted, then the member of staff should contact EHASH Team or the emergency Duty Team:
  - EHASH Team (01482) 448879
  - Emergency Duty Team (01482) 300304
- When members of staff record the CP concern it is important to ensure that sufficient detail is given; full names included of all involved. This information is likely to be the first document in a trail of evidence and may therefore be used outside the school; it should therefore not contain value judgements
- Supporting documents to the entries on the 'CPOMS' database will be stored in the secured CP files where documents will be filed chronologically
- Full access to the CPOMS database is limited to those who are key holders such as the DSL, Deputy DSL and SGO, SLT, Pastoral staff, Support Mentors and LSC Manager

- Action taken for each reported concern is sent back to the referring member of staff via CPOMS so they can see the outcome of the concern
- CP concerns will be shared with staff on a need-to-know basis. Pupils with known CP concerns will be identified securely on the school network to alert staff to potential issues. No detail of concerns will be shared other than on a need-to-know basis
- Inclusion meetings take place half termly and include the Deputy DSL, Safeguarding Officer, Attendance Officer, Education Welfare Officer, Learning Support Centre Manager & SENCO.