

# Child Protection Policy

Northcott



*2024-2025*



## Northcott School & Sixth Form College

### Policy statement and principles

At Northcott we are committed to safeguarding and promoting the well-being of our pupils. Our policies, procedures and protocols reflect those contained within the most up to date 'Keeping Children Safe in Education' 2024 statutory guidance for schools and colleges. We work in close partnership with our families and a wide range of agencies to review our children's' needs and keep them safe. In addition, our policy takes account of any changes to the statutory framework, such as legislation regarding; Sexual violence and sexual harassment between children in schools and colleges (DFE 2017); latest Prevent guidance which comes into force December 2023.

'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. In this guidance, a child is defined as anyone who has not yet reached their 18th birthday. 'Children' therefore means 'children and young people' throughout. The term practitioner is used in the guidance to refer to individuals who work with children and their families in any capacity, including a range of professionals, such as qualified social workers and those who work for the statutory safeguarding partners or in education settings.' Working Together to Safeguard Children 2023

This Child Protection Policy is reviewed by the Designated Safeguarding Lead to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance and ratified by the Governing Body.

Date of last review: Autumn Term 2024

Date of next review: Autumn Term 2025

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## Introduction

Our policy applies to all staff, governors, supply staff, volunteers and contractors working in the school and takes into account statutory guidance provided by the Department for Education and local guidance from the Hull Safeguarding Children Partnership [www.hullsafeguardingchildren.co.uk](http://www.hullsafeguardingchildren.co.uk)

We will ensure that all parents/carers are made aware of our responsibilities with regard to child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this school child protection policy. These duties and responsibilities are as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2024 and HM Working Together to Safeguard Children 2023, and Sexual violence and Sexual harassment between children in schools and colleges (DFE 2017) are incorporated into this policy. *Due regard has been given to latest Prevent Duty guidance which came into force December 2023.*

### **Children with Special Educational Needs**

Northcott is a maintained special school. *Statistically children with disabilities are 3 times more likely to be abused than their peers.* Safeguarding and promoting the welfare of our children is everyone's responsibility. Our school designation age range has recently changed from five to sixteen to three to nineteen. Most pupils have Speech and Language Communication Need (SLCN) and or a diagnosis of Autism Spectrum Disorder (ASD) as their primary need. The majority of our children have moderate learning needs (MLD) but some are non-verbal and some pupils may have severe learning needs (SLN). Some of our pupils have secondary needs, which make them particularly vulnerable to poor mental health (SEMH). The expertise of our staff, smaller class sizes and the protective nature of the school environment all help minimise risk and anxiety for our pupils. All staff understand that the work of our well-being and attendance teams is a significant part of our whole school safeguarding culture. Our pupils and parents know we expect high levels of attendance. There is a rigorous approach to reducing persistent or parentally condoned absence.

Our pupils need routine and a calm environment in which their sensory needs are met.

Our pupils benefit from staff who have been trained to work with pupils with SLCN & ASD.

Our staff have a good understanding of issues relating to adverse childhood experience (ACE), disordered attachment and trauma

Our staff are trained to use the Thrive Approach and the new Relational Policy is embedded into daily practice

Our staff are vigilant to the needs of all our pupils and work with parents and carers to review their EHCP. Early annual reviews are called when those needs change or if a child has been wrongly placed.

We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. Our pupils have speech, language and communication needs which may make it difficult to tell others what is happening.

This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN are potentially more vulnerable to exploitation than children without SEN
- children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.
- addressing individual behaviour concerns and incidents considering the child's SEN and disabilities.

### **Child Protection and Safeguarding Statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, supply, volunteers, contractors and governors and are consistent with the Hull Safeguarding Children Partnership.

#### **Safeguarding children is defined as:**

- The actions we take to promote the welfare of children and protect them from harm are everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

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

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.
- Working Together to Safeguard Children 2018

**NB. Definition:** Children includes everyone under the age of 18 years of age

#### **Safeguarding is not just about protecting children from deliberate harm. It also relates to the broader aspects of care and education including:**

- Pupils' health and safety and emotional well-being, and their mental and physical health or development

- Meeting the needs of children with special educational needs and/or disabilities
- The use of reasonable force
- Meeting the needs of children with medical conditions
- Providing first aid
- Educational visits and off- site education
- Intimate care and emotional wellbeing
- On-line safety and associated issues
- Appropriate arrangements to ensure school security, taking into account the local context.
- Keeping children safe from risks, harm and exploitation

**Safeguarding can involve a range of potential issues such as:**

- Neglect, physical abuse, sexual abuse and emotional abuse
- Contextualised abuse
- Bullying, including online bullying (by text message, on social networking sites) and prejudice-based bullying
- Child on Child abuse
- Racist, disability- based, homophobic, bi-phobic or transphobic abuse
- Gender based violence/violence against women and girls
- Extremist behaviour and/or radicalisation
- Child sexual exploitation, human trafficking, modern slavery or exploitation
- The impact of new technologies, including 'sexting' and accessing pornography
- Child on Child Sexual Violence and Sexual Harassment
- Issues which may be specific to a local area or population, for example gang activity, knife crime, youth violence, criminal child exploitation (CCE) and County Lines
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues
- Is at risk of or from serious violence and violent crime
- Particular issues affecting children including domestic abuse and violence, female genital mutilation and honour-based abuse and forced marriage.
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Upskirting Act, came into force on 12<sup>th</sup> April 2019. Upskirting is a criminal offence and reportable by all teachers

*Definition of Radicalisation 'the process of a person legitimising support for, or use of, terrorist violence.'*  
For indicators of radicalisation refer to the DfE's guidance on [managing risk of radicalisation in your education setting](#)

Our Senior Leadership Team regularly audits the expertise of all our staff and reports annually to the governing board on Safeguarding. Staff have programmes of training to help identify the links between

safeguarding, behaviour and mental health, such as Mental Health First Aid Mental Health First Aid Lite, Neuroscience of Attachment, Trauma and Toxic Shame, and inset on Effects of Foetal Alcohol Syndrome and Thrive Training. We have a large number of staff who have trained to be Well-being Champions to enable us to implement whole school approach to well-being.

We have four staff qualified ELSA workers and three staff who support our pupils with additional bespoke wellbeing interventions. In addition, we have Well-being lead and a lead for PSHE, both work closely with senior leaders reviewing and implementing developments. Training priorities range from: *increasing expertise* within Thrive approach; refreshing expertise around Self Harm, and responding to local contextual safeguarding needs such as *Identifying Neglect*, raising Awareness of Domestic Abuse; or national agendas such as Educate Against Hate, Prevent Duty (Dec 23) and raising awareness of key personnel's roles and responsibility relating to on-line safety, filtering and monitoring.

### **School Ethos**

Our school ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within Northcott School will play their part, including working with professionals from other agencies, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

Our school puts children at the centre of your 'safeguarding arrangements' giving them a sense of independence and direct access to the head teacher through the student council. The designated lead for safeguarding and Looked After children is a senior leader.

Our school leaders and governors provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns, we will respond with appropriate action in a timely manner for those children who may need help or who may be suffering, or likely to suffer, significant harm.

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Designated Safeguarding Lead or Deputy DSL. Although we advocate that any staff can make a referral to children's social care or EHASH, especially where a child is identified as being in immediate danger, they should however ensure that the

Designated Safeguarding Lead (DSL), or a member of the senior leadership team is informed as soon as possible.

We also ensure that all our staff are clear that whilst they should discuss and agree with the DSL any actions to be taken, they are able to escalate their concerns and contact EHASH, or social care to seek support for the child if despite the discussion with the DSL their concerns remain. Staff are also informed of the school whistle blowing procedures and the contact details for the Local Authority LADO and Chair of Governor along with links to Hull Safeguarding Children Partnership.

Northcott follows Safer Recruitment and Selection Policy For Employees and Volunteers. On receipt of DBS Certificate from E-Safeguarding the Head teacher signs off the applicant. HR administrative staff use a recruitment checklist which is located in staff files. Supply, visitors and volunteers are given details of who are the safeguarding staff and how to report concerns.

New starters have an induction with the Safeguarding Officer and are enrolled on Hull City Council Safeguarding Level 1 course upon starting. All new staff are also given a log to our on-line safeguarding suite of training at SSSCPD and instructed to complete key training on Child Sexual Exploitation, Prevent, Awareness of Domestic Abuse, Sexual Violence and Sexual Harassment Between Peers (the latter use of the word peer refers to sexual violence and harassment between children). Training is then incremental and aimed at building expertise. Training takes into account our local needs *around identifying neglect* and Domestic Abuse *prevalence* and national priorities; such as Educate Against Hate.

The Designated Safeguarding Lead (DSL) or head teacher, who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies. The Designated Leader is responsible for liaising with the LADO within 24 hours on all allegations against professionals, volunteers and carers. Staff who have safeguarding concerns, or an allegation is made about another member of staff (including supply staff, contractors and volunteers) posing a risk of harm to children staff, must share and report concerns see (Part Four Allegations of abuse made against teachers, and other staff, including supply staff, contractors and volunteers). The Senior Leader will follow the guidance from Hull Safeguarding Children's Partnership: Managing Allegation of Abuse Made Against People Who work or Volunteer with Children in Hull (updated Jan 2020). Whistle blowing procedures also incorporates guidance on reporting, responding to and recording of low-level concerns as per guidance in KCSIE.

## **Our Child Protection Policy**

**There are six main elements to our policy:**

- Providing a safe environment in which children can learn and develop.
- Ensuring we practice safer recruitment in checking the suitability of staff and volunteers to work with children. Monitoring and recording low level concerns regarding adults in accordance with KSCIE guidance (staff, volunteers and contractors).
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse.
- Supporting pupils who have been abused or harmed in accordance with his/her child protection plan.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe.
- Working in partnership with agencies and safeguarding partners in the ‘best interest of the child’.

We recognise that because of the day-to-day contact with children, school are well placed to observe the outward signs of abuse.

**The school will therefore:**

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to and heard.
- Ensure children know that there are trusted adults in the school who they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers and colleagues from other agencies.
- Include opportunities in the RSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
  - Recognising and managing risks including online, sexual exploitation, sexting and running away, as well as radicalisation.
  - Developing healthy relationships and awareness of domestic violence, and abuse which is linked to ‘honour’ such as female genital mutilation and forced marriage, bullying and child on child abuse.
  - Recognising how pressure from others can affect their behaviour.
  - Knowing that as a school we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.

Opportunities to teach safeguarding: RSHE was made mandatory from September 2020. Schools have flexibility to decide how they discharge their duties effectively within a child’s the first year of

compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects. Individuals may also be supported with bespoke learning through our links with Cornerhouse and or MESMAC who are also involved in supporting whole school training on delivery of Sex Education.

- We will take all reasonable measures to ensure any risk of harm to children's welfare is minimised.
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
- Promote pupil health and safety.
- Promote safe practice, and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including supply, volunteers and contractors
- Ensure procedures are in place to record and monitor low level concerns about adults
- Provide first aid and meet the health needs of children with medical conditions
- Ensure school site security
- Address drugs and substance misuse issues
- Support and plan for young people in custody and their resettlement back into the community.
- Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements and alternative education packages.

**We will follow the Hull Safeguarding Children Partnership procedures and take account of latest guidance issued by the DfE in Keeping Children Safe in Education to:**

Ensure Designated Safeguarding Lead (DSL) is a member of the school/college leadership team, and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.

- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities included.
- Ensure we have a nominated governor responsible for child protection/safeguarding.
- Ensure that we have a Designated Teacher for Looked After Children (LAC).
- Ensure every member of staff (including temporary, supply staff, volunteers and contractors) and the governing body knows the name of the Designated Safeguarding Lead, their deputies responsible for child protection, and their role.

- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.
- Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
- That all staff understand the definition of low-level concern (about adults); know how to report low-level concerns about staff, volunteers and contractors; are clear on how these will be dealt with, monitored and recorded.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.
- Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child or a parent or appropriate adult linked to the child.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard.
- Ensure all records are kept securely; old paper child protection files or confidential file are kept separate from the main pupil file, in a locked cabinet in an office (not a classroom).
- CPOMS was introduced in 2019 – subsequent to this date records are kept electronically. Where a paper file has been received from a transferring school this is checked and indicated on CPOMS.
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

### **Supporting children**

We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. We also recognise

that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

**Our school will endeavour to support the pupil through:**

- Developing the content of the curriculum:
  - has an ethos of inclusivity and educates against hate
  - that is broad and ambitious in its level of challenge and expectations
  - gives a sense of independence through options and vocational learning that allows pupils to explore their areas of interest and prepare for post-16 life/college
  - includes RSHE, life skills lessons, PE and PSHE which will enable them to adopt healthy lifestyles and healthy, positive relationships
  - includes helping children to have healthy relationship on and off line, using social media platform safely
  - be aware of legal issues and risks around sharing images/information on-line
  - includes assemblies and tutor time pastoral support
  - that encourages pupils to participate in the wider life of the school through student council, peer mentoring, anti –bullying ambassadors
  - confidence to talk to range of trusted adults in their class teams in or around the school
  - so individual needs can be met through wrap around care and multi-agency working
  - enrichment opportunities which increases their social interaction and widen their experience (residential, drama, media, art therapy, music projects, sports competitions)
  - to enable learning that is personalised and grows self-belief, encourages self –expression
  
- Maintaining a school ethos which promotes a positive, supportive and secure environment, and which gives pupils a sense of them being valued.
- The school Relational Policy, anti-bullying policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our school.
- Our school will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our school/ they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported is important. Therefore, our staff need to understand the links between behaviour, safeguarding and mental health and respond in a fair and consistent way to issues relating to negative behaviour. We use clear rewards and sanction procedures and an ethos of support the child but sanction the behaviour:
  - Behaviour Watch is used to track patterns of behaviours
  - Patterns of Behaviour are analysed fortnightly, termly and annually
  - Positive Behaviour Reports are used for pupils who we are monitoring
  - Escalated to SLT report/mentoring

- De-escalation Plans (DEPs) are used for pupils who have repeated serious incidents
  - Staff have access to behaviour specialist ‘within reach’ support to advise on strategies relating to ASD, ADHD, Attachment
  - Pupils can be referred to school staff (ELSA) for one to one support with bereavement, anger, anxiety, girls group (puberty), self-esteem
  - Parent Liaison Officer and Education Welfare Officer support parents with emotionally based school refusal and improving attendance.
- Our pupils benefit from clear boundaries and routines and staff have a responsibility to understanding the details in their individual Education Health Care Plans (EHCP, DEP)
  - Liaising with other agencies that support the pupil such as:
    - Children’s Social Care, Local Policing Teams
    - Educational Psychologist, MIND, CAMHS, MESMAC, Cornerhouse, SALT
    - Boys and Young Men at Cornerhouse – individual RSHE or group work
  - Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately and that the child’s social worker is informed.

### **Safer Recruitment and Supporting Staff**

- The leadership team and governing body of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSIE 2024
- Shortlisted candidates should be informed that on-line searches may be done as part of due diligence
- School leaders, staff and members of the governing body will be appropriately trained in safer working practices and access safer recruitment training
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and were any concerns arise we will seek advice and act in accordance with national guidance. The school follows the latest KCSIE guidance regarding information relating to DBS checks.
- The school has in place recruitment, selection and vetting procedures in accordance with KCSIE and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with latest KCSiE guidance.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context.
- New procedures regarding the reporting and monitoring of low-level concerns is shared with all staff. Staff will understand how this information is recorded and monitored. (See Appendices on Low Level Concerns – definition, reporting and recording).
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by HR before beginning working and will be supported by their named buddy

- In the event of any complaint or allegation against a member of staff, the head teacher (or the Designated Safeguarding Lead) if the head teacher is not present, will be notified immediately. If it relates to the head teacher, the chair of governors will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO) LADO/Allegation Officer and our HR Advisor.
- Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school and their Human Resources Team. Debriefing will be provided by DSL and or head teacher, counselling supervision may be arranged if needed.
- All new employees will be appropriately inducted to their role and an Induction Checklist for Safer Recruitment in staff file. An induction pack of policies and guidance is given to each new starter. Staff are also signposted to our website and staff handbook.

### **Links to other Local Authority policies**

This policy, together with the following, should be read alongside and in conjunction with other policies and statutory guidance regarding the safety and welfare of children. These together will make up the suite of policies to safeguard and promote the welfare of children in this school. Staff can view these local policies, procedures and guidance from the Hull Safeguarding Children Partnership [www.hullsafeguardingchildren.co.uk](http://www.hullsafeguardingchildren.co.uk)

**The following separate policies and government guidance informs the work we do to keep our children safe:**

Relational Policy

Anti-bullying Policy

Intimate Care Policy

Acceptable Use of ICT

Safer Recruitment Policy

Medical Conditions and Medicines in School

### **Link to Guidance:**

- Working Together to Safeguard Children, 2023  
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- DfE Keeping Children Safe in Education 2024 (KCSIE) in force from 1st September 2024
- What to do if you're Worried a Child is Being Abused (2015) [What to do if you're worried a child is being abused](#)

- Sexual Offences Act (2003)
- Prevent Duty Guidance (comes into force no earlier than December 2023)  
<https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-england-and-wales-accessible> (*Preventing Radicalisation is currently being reviewed – after the government published a [new definition of extremism](#) on 14 March 2024.*)
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- Forced Marriage: 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.’
- Serious Violence Strategy 2018
- Sexual violence and sexual harassment between children in schools and colleges (DfE 2017)

## **Roles and Responsibilities**

### **All staff and volunteers**

Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone in our school who comes into contact with children and their families have a role to play in safeguarding children. All staff in our school consider, at all times, what is in the best interests of children. All staff within our school are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating. Each class is made up of teacher and teaching assistants who have pastoral responsibility and are the main links between home and school.

### **Safeguarding and Well- being Team**

Pupils are placed with a class team consisting of a tutor and teaching assistants who provide the day to day pastoral care and liaise with parents. Staff with a safeguarding concern report directly to Lisa Allen, Julie Wickenden or Katherine Johnson. Cause for Concerns can also be reported on Behaviour Watch – this is monitored daily by Lisa Allen. Parents can access further support through the Safeguarding & Well-being team by email, phone call and pre-arranged visits. Our Safeguarding Officer is a named link for families and will escalate concerns and consult with DSL or deputy DSL when parents need more support, advice. Tutors also understand the need for parents to access support or advice and will arrange to meet or telephone to discuss any emerging issues as the first point of contact. Pupils, parents and carers are signposted for support in school and through our website, in posters, newsletters and during meetings, parents events (such as Futures Events and Parent Evening). Pupils also provide feedback to senior leaders within the school through form representatives and school council meetings.

Staff understand that some pupils are at greater risk of harm than others and understand the importance of children and social workers meeting during the school day where required.

*'Children potentially at greater risk of harm and Children who need a social worker due to safeguarding or welfare needs' (KCSIE 2020).*

### **Designated Leads and Deputies**

- Lisa Allen is Designated Safeguarding Lead & and deputy head. In this role DSL audits safeguarding and reports to governors, analyses training needs and facilitates training, incrementally increasing staff expertise through long term planning.
- DSL delegates cases to Safeguarding Officer (EHASH referrals) and maintains direct overview of open complex cases (CIN/CP) through CPOMS and attendance at core meetings, strategy meetings and case conferences. As cases are reviewed (downgraded) DSL may name Safeguarding Officer as link person for monitoring.
- Information is shared with the head teacher who is also deputy DSL.
- The DSL and safeguarding team meet at least weekly to discuss changing needs of pupils being monitored and liaise daily over 'live cases' and families in need of support.
- Julie Wickenden is the designated lead for LAC. As Designated LAC this role involves having an overview of academic progress and individual needs of each LAC child. Again reporting to governors regularly. Responsible for keeping records up to date on CPOMS and liaising with carers/social workers and completing EPEP and delegating named staff to attend LAC review (such as tutor).
- Katherine Johnson is Deputy Designated Safeguarding Lead and head teacher. Checks CPOMS alerts daily and liaises with LADO, SEND and local authority as needs arise. Is responsible for allegations against staff, volunteers and complaints. Reviews cases of escalating concern with DSL.
- Connie Lambert is Parent Liaison Officer – working with our identified Vulnerable Group (VG) families and provides Thrive support.
- Laura Edwards, Josh Harrison, Lizzie Norrie and Karen Sharpe are part of a wider safeguarding team. Due to their work with VG, they are also responsible for keeping records up to date on CPOMS, recording incidents and actions and liaising with external agencies, social workers etc. Lisa Allen monitors Cause for Concern daily and records referrals and incidents on CPOMS.
- Designated Safeguarding Lead, Deputy DSL and the wider safeguarding team liaise with external agencies to facilitate their work with pupils and their families. Escalating in accordance with guidance and need

- DSL's and Safeguarding Officer work with social care and safeguarding partners to ensure children subject to child protection, child in need and LAC plans are kept safe and the child's needs are met

### **Well-being Links**

We recognise how a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educational disadvantage in facing barriers to attendance, learning, behaviour and mental health.

Alongside our class pastoral support, we have a staff who work specifically to support pupils with issues relating to attendance, behaviour and well-being. We have an experienced ASD Behaviour Lead who works with staff to enable them to understand the holistic needs of our children. We have staff who are trained in Mental Health First Aid and Mental Health Lite and ELSA support staff who provide a range of bespoke programme for individuals and small groups. We also have two staff who provide bespoke friendship, healthy relationships and puberty work with girls. We have an external early help specialist who works with young boys around boundaries and healthy relationships. In addition, we have:

- Attendance Monitoring –produces attendance data and actions first day calling for vulnerable group and reports to Lead Professional for Pastoral Progress
- EWO completes home visits and attendance action plans with Parent Liaison Officer Connie Lambert to support school refusers and reintegrate pupils. Attendance letters are uploaded to CPOMS for cross referencing for safeguarding issues. Attendance Actions Plans are drawn up where there are issues relating to school refusal and parentally condoned absence.
- PSHE Lead is responsible for providing long term plans to ensure pupils have a sequenced learning that enables progress and deepens understanding. Responsible for monitoring quality of PSHE.
- ELSA & Well-being lead works with SLT to develop our Well Being Policy and resources. Is responsible for development of early help programmes which meet the varying needs of our pupils. Works with individuals and groups to support with anger management, low self-esteem, bereavement, and supports pupils to access external agencies/counselling as appropriate.

### **Teachers and Support Staff**

Teachers & Support Staff contribute to keeping children safe in their pastoral role as tutors and class support. In this role they have a responsibility to liaise regularly with parents and to show an understanding of family contextual issues when monitoring pupils for safeguarding.

Our staff support children by enabling them to access learning which is age and ability appropriate and clearly meets the needs on their Education Health Care Plans (EHP). Teachers and class support staff enable pupils to access a broad and balanced curriculum and where necessary providing learning which is highly differentiated, personalised and bespoke as needed and indicated in their EHCPs. All our staff are aware of the early help process and understand their role in this. This includes being able to identify emerging problems to recognise children who may benefit from early help. Staff know in the first instance to discuss their concerns with the Parent liaison officer or Designated Safeguarding Lead and understand they may be required to support other agencies and professionals in assessments for early help.

Staff contribute to enabling a safe environment both in and when out of schools on trips or extended learning opportunities. Eats Riding EVOLE system allows us to risk assess trips and residential visits.

### **Safeguarding Training**

All our staff are aware of systems within Northcott School and these are explained to them as part of staff induction. The Induction pack includes our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2020, along with other policies and procedures. Our school utilises an induction checklist as part of our Safer Recruitment Policy. All staff complete Hull City Councils Level 1 Safeguarding Training as part of their induction, which is updated every three years.

Safeguarding training is audited annually and reported to governors. The audit forms part of school development planning and decisions on the training focus for the next academic year. This training is a combination of: bought in specialists and face to face whole school training; INSET and cascaded training; and on-line training using SSSCPD site. This platform specialises in providing safeguarding training and enables DSL to build staff awareness of contextual safeguarding and to incrementally increase safeguarding expertise of staff.

### **Staff responsibilities**

All our staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 and understand the role they may have in these assessments. The training section above outlines how staff awareness is raised and expertise grown. All our staff know what to do if a child is raising concerns or makes a disclosure of abuse and/or neglect. Staff will maintain a level of confidentiality whilst liaising with the Designated Safeguarding Lead and children's social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

All staff have a key role to play in identifying concerns and provide early help for children.

**To achieve this, they will:**

- Have an awareness of the Child Protection Policy, the Behaviour Policy, the staff Code of Conduct, whistle-blowing and reporting low level concern procedures and expectations.
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed, or Safeguarding Officer.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL, safeguarding Officer or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Report all Low Level concerns about adults to the DSL or Head teacher
- Follow the procedures set out by the HSCP and take account of guidance issued by the DfE KCSI E
- Support pupils in line with their child protection plan, child in need plan, LAC Care Plan, & EHCP.
- Treat information with confidentiality but never promising to "keep a secret".
- Have an awareness of procedures relating to safeguarding children who go missing from education and the role of the DSL.
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of Early Help and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and Deputy DSL's are and know how to contact them.

- Staff understand they have a mandatory duty to report issues related to Female Genital Mutilation

Our staff are involved in partnership work with agencies such as CAMHS, MIND, Cornerhouse, MESMAC, HeadStart, Community PCSOs, Police, Early Interventions Officers, School Nursing Team, CSC Disability Team, Connexions, The Warren, IPASS and a range of counselling services.

### **Senior Leadership/Management Team responsibilities:**

At the Northcott School both the head teacher (deputy DSL) and deputy head (DSL) have responsibility for safeguarding. They have joint responsibility for reporting concerns relating to safeguarding. They:

- Contribute to inter-agency working in line with 'Working Together to Safeguard Children 2018' guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators and through access to regular training opportunities and updates.
- Ensure staff are alert to the various factors that can increase the need for early help
- Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings as appropriate.
- Carry out tasks delegated by the governing body such as training of staff, safer recruitment and maintaining a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school (along with the Safeguarding Officer).
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education 'Allegations of abuse made against teachers, and other staff, including supply teachers, contractors and volunteers'), including the recording and monitoring of low level concerns (KCSIE 2022).
- KCSiE Part Four Allegations of Abuse made against teachers including supply teachers, other staff and volunteers and contractors': Includes behaviours which covers where an individual has behaved or may have behaved in a way that indicates they may not be suitable to work with children. The reason is because of transferrable risk. Where a member of staff or volunteer is involved in an incident outside of schools/college which did not involve children but could have an impact on their suitability to work with children.
- Work with Education Safeguarding Lead for Hull City Council and attend DSL meetings and forums

### **Teachers (including ECT) and Head teachers – Professional Duty**

The Teachers Standards 2012 remind us that teachers, newly qualified teachers and head teachers should safeguard children and maintain public trust in the teaching profession as part of our professional duties. In addition, the Children and Social Work Act of 2017, places responsibilities for designated teachers to have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Academic and social progress of children who fall into the category outlined above is reported to the head teacher three times per year. This is monitored by the Designated Lead (DL) for LAC and SLT and reported to governors. The DL works with the Head of Virtual School, pupils, carers, social workers and Advisory Teachers to review their needs and progress using the EPEP system and by attending LAC reviews and PEPS. DSL LAC will consult with the aforementioned and tutors, teachers to identify any emerging unmet needs and how this may be supported by accessing additional funds through the EPEP system. SLT monitor the attendance, behaviour and progress of disadvantage groups through regular data collection and share this with Virtual School, Social Worker, Carer pupils. In addition our administrative staff work with families to help them access free school meal entitlements as appropriate.

### **Designated Safeguarding Lead**

Senior Designated Safeguarding Lead takes lead responsibility for safeguarding children and child protection and has received appropriate training and support for this role. The Snr Designated Safeguarding Lead is a senior member of the school leadership team and their responsibilities are explicit in their job description.

We also have a Deputy Safeguarding Lead, who will provide cover for the Snr Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Lead has received the same training as our Snr Designated Safeguarding Lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the Snr Designated Safeguarding Lead in managing referrals, attending Child Protection Conferences, reviews and meetings and supporting the child/children.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. Our Designated Safeguarding Lead will ensure there is a structured procedure within the school, which will be followed by all of the members of the school community in

cases of suspected abuse. DSL's and their deputies have a joint responsibility for reporting concerns related to safeguarding.

### **Senior Designated Safeguarding Leads are expected to:**

- Manage Referrals
- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- To share information with Head teacher (Deputy DSL) on complex cases and new referrals in SLT meetings
- Support staff who make referrals to children's social care and other referral pathways.
- Report allegations of staff misconduct and or abuse to the head teacher, following guidance from Hull Safeguarding Children Partnership
- The head teacher will refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required.
- The head teacher will record and monitor low level concerns in accordance with KCSIE guidance
- The DSL is also designated lead for Looked After Children
- CPOMS alerts are sent to Head teacher, DSL and Safeguarding Officer as incidents occur, action is taken and referrals are made
- DSL and Safeguarding Officer meet weekly to review progress of referrals and discuss which cases to escalate or downgrade.
- DSL and Safeguarding Officer will maintain records, update as needed
- DSL and Safeguarding Officer will review and manage cases on CPOMS
- DSL and Safeguarding Officer will check paper CP files and ensure archive documents are stored safely and transfer to destination school/college safely
- DSL will work with and monitor the most complex cases - CP and CIN in crisis or changing circumstances
- Safeguarding Officer will work with and monitor referrals into EHASH, Early Help and CIN cases which are of a lower concern (stable placement)
- Safeguarding Officer will report to DSL and work with SLT to escalate concerns which are unresolved or unsatisfactory
- DSL will work with CSC team leaders and named link social worker to resolve issues
- DSL & SLT will escalate unresolved concerns with Hull City Council Education Safeguarding Link
- Head teacher and or DSL will report allegations of abuse by staff, volunteer or supply to LADO

NB: Should children be subject of safeguarding concerns the Snr DSL remains responsible for oversight of any child on placements or alternative education arrangements.

## **Working with others**

The Designated safeguarding lead will:

- Liaise with the head teacher to inform him/her of any issues and ongoing investigations.
- As required, liaise with the 'case manager' and the LADO where there are child protection concerns/allegations that relate to a member of staff.
- Liaise with the case manager and the LADO where there are concerns about a staff member/volunteer/supply.
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies and acts as a source of support, advice and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with HM Working Together to Safeguard Children 2018 and the local Hull Safeguarding Children Partnership procedures and practice guidance.
- Attend DSL termly forums and meetings led by Phillip Painter/Alyson Milner
- DSL work with curriculum staff responsible for PSHE, RSHE, Offsite Vocational learning
- DSL works with CSC Team Managers, Social Worker Link, Social Workers and Family Practitioners
- DSL works with CAMHs, MIND, Cornerhouse, MESMAC, Community Police and Public Protection Units, ICROS, Virtual Team (for LACS)
- DSL liaises with safeguarding staff in other schools and post-16 providers (transition/destinations)
- DSL will liaise with staff through staff briefings, meetings, bulletins, staff notice board, Inset and training

## **Designated Safeguarding Lead Training**

DSL knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments and attend training as necessary to complete the role). DSL needs to:

- Understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- Are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- Recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online

- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation

### **The training undertaken should enable the Designated Safeguarding Lead to:**

- Understand the assessment process for providing early help and intervention through Early Help
- Have a working knowledge of how the Hull Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that each member of staff has access to the child protection policy and procedures.
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being groomed into extremist behaviours and attitudes.
- Understand the reporting requirements for FGM.
- Understand and support children to keep safe online.
- Encourage a culture of protecting children; listening to children and their wishes and feelings.

### **Raise awareness**

The designated safeguarding lead will:

- Ensure that the child protection policies are shared, understood and used appropriately.
- Ensure that the child protection policy is reviewed annually in consultation with staff members, and procedures are updated and reviewed regularly and implemented, and that the governing body is kept up to date and actively involved.
- Work strategically to ensure policies and procedures are up to date and drive development work within the school.
- Ensure that the child protection policy is available to parents and carers and uploaded to the school website and make parents/carers aware that referrals may be made about suspected abuse or neglect.
- Ensure all staff receive induction training covering child protection before working with children and can recognise and report any concerns immediately as they arise.

## **Child Protection File**

- The Senior Leaders are responsible for ensuring that when a child leaves the school or college their 'child protection', 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.
- DSL, Deputy DSL and safeguarding Officer ensure all concerns and incidents are reported, recorded, responded to.
- CPOMS is used to record incidents, cause for concerns, actions agreed and taken and agencies involved and named persons linked to the case
- CPOMS is used to record meetings: strategy, assessment, core, LAC reviews, TAFs, and social worker visits
- CPOMS is used to store reports received from other professionals, such as: CAMHS Assessments, CP Plan, LAC Reviews
- CPOMS is used to store internal information recorded such as: risk assessments, body map details of injury/bruising/marks
- CPOMS also records when there is an archived paper file or a paper file for a new start to allow for cross referencing
- CPOMS facilitate the safe and secure transfer of electronic records
- Safeguarding Office delivers paper files to receiving school or college – this is tracked/recorded
- DLS and safeguarding Officer liaise with receiving school or college to aid sharing of information

## **Availability**

During term time the Designated Safeguarding Lead (Safeguarding Officer or a Deputy DSL) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns.

Appropriate arrangements will also need to be in place for any out of school hours' activities in line with the latest DFE guidance.

## **Head teacher**

### **The Head teacher of the school will ensure that:**

- The policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- The school, has an up to date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies and low level concerns procedures.

- Records of Low Level Concerns are kept secure, monitored and reviewed.
- The Head teacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through: the Child Protection Policy; the Code of Conduct Policy and procedures for reporting low level concerns.
- The Head teacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities
- Where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, then the head teacher or deputy will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four of KCSiE. If the allegation is against the Head teacher, then the Chair of the Governing Body will manage the allegation – see below.

## **Governing Body**

**The governing body will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices by:**

- Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.
- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2018) as well as with local Hull SCB guidance and monitors the school's compliance with them.
- Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.
- Recognising the importance of information sharing between agencies through the statutory guidance Part Four: 'Allegations of abuse made against teachers, and other staff, including supply teachers and volunteers'; 'Working Together to Safeguard Children 2018'; and the recently published HM Government guidance Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, published July 2018; including the additional clarification about GPDR and withholding information.
- Ensuring cooperation with the local authority and other safeguarding partners.
- Appointing a Snr Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.
- Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE Part One. In addition, Annex A is a condensed version of Part 1 can be an alternative option for staff who do not have direct contact working with children.
- Ensuring safeguarding staff are trained on issues relating to CSE & CCE and Child on Child sexual violence and sexual harassment
- Ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.

- Ensuring that the governing body understands it is collectively responsible for the school's safeguarding arrangements, even though a governor will be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements'.
- All members of the governing body will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities, order to discharge their responsibilities and act as the school 'critical friend'.
- The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities.
- The Governing body will collectively ensure there is a training strategy in place for all staff, including the head teacher, so that child protection training is undertaken and refreshed in line with KCSiE and HSCB guidance.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint.
- Ensuring that arrangements/procedures are in place to manage 'low level' concerns (allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).
- Ensuring a response if there is an allegation against the head teacher by liaising with the LADO or other appropriate officers within the local authority.
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexually harmful behaviour and ensure the school has the training and resources to manage any concerns or incidents harmful.
- Be alert to the growing concerns involving knife crime and ensure the school works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensure at least one person on an interview panel has completed safer recruitment training.
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.

- Be open to accepting that child abuse and incidents can happen within the school and be available to act decisively upon them.

### **Looked After Children – The Role of Designated Teacher and the Designated Safeguarding Lead:**

A teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The Designated Teacher will work with the Virtual School to ensure that the progress of the child is supported.

- The Designated Safeguarding Lead will also have details of the child's social worker and the name of the Assistant Head of the Virtual School. The Designated Safeguarding Lead will work closely with the Designated Teacher, as we recognise that children may have been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers and parents where appropriate.
- We also recognise those children who were previously Looked After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our school pastoral system. As a school, we will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

### **Care Leavers**

We recognise those children and young people who cease to be Looked After and become 'care leavers', should remain supported and our Designated Teacher and school staff will work with the Personal Advisor appointed for them, where one is appointed, to help develop a pathway plan with them and the young person. Post 16 transition is supported in Year 11 through the Annual review process in the autumn term and they begin to meet their Connexions worker in summer term of Year 9, helping carers and young people identify appropriate options and post-16 routes which could be mainstream college, special school college placements which supports Independent Living.

### **Definition of Safeguarding (updated)**

- *This is now in line with the Working together to safeguard children 2023 guidance. Safeguarding and promoting the welfare of children is now defined as:*
  - *Providing help and support to meet the needs of children as soon as problems emerge*

- *Protecting children from maltreatment, whether that is **within or outside the home, including online***
- *Preventing the impairment of children's mental and physical health or development*
- *Making sure that children grow up in circumstances consistent with the provision of safe and effective care*
- *Taking action to enable all children to have the best outcomes*

### **Identifying Concerns**

All members of staff, volunteers and governors will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed. Staff understand that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with children are aware of the DfE guidance [What to do if you're worried a child is being abused](#)

### **Early Help Indicators**

- *You should now also be alert to any child who:*
  - *Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit*
  - *Has a parent or carer in custody, or is affected by parental offending*
  - *Is frequently missing/goes missing from education, home or care*
- *More detailed information on early help is in the latest [working together to safeguard children](#) guidance - all on our website*

### **Some of the following signs might be indicators of abuse or neglect *or exploitation*:**

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;

- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs, are influenced by gangs and drug and knife crime;
- Children who have limited or no support or supervision when online and or using social media sites outside of their understanding or age limits.
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.
- Children with mental or physical health issues or needs.
- Children or young people with 'carer responsibilities beyond their age or limitations'
- Unexplainable and/or persistent absences from education
- Children may have gifts, expensive items that are unexpected or unexplained or suspicious sources (*CCE and CSE 'may involve an exchange for something the victim wants, and/or for the financial advantage or increased status of the perpetrator or facilitator'*).

### **The four categories of child abuse are as follows:**

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

**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.

### **Some of the Possible Indicators Could Include:**

May be recognised by: Children with frequent injuries, injury such as bruising, bite marks, burns and scalds, fractures but also by aggressive behaviour. It may also be an indicator of concern where a parent gives an explanation inconsistent with the injury or gives several different explanations for the injury.

**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 over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

***Abuse can also be defined as 'where they see, hear or experience its effects' in relation to domestic abuse. (KCSIE 2024)***

**Some of the Possible Indicators could include:**

May be recognised by: Developmental delay, attachment issues, aggressive behaviour, appeasing behaviour, watchfulness or stillness, low self-esteem, withdrawn or a loner, or having difficulty in forming relationships. Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.

**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.

**Some of the Possible Indicators Could Include:**

May be recognised by: Inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour – contact or non-contact, self-harm, eating disorders, continual, inappropriate or excessive masturbation, anxiousness or unwillingness to remove clothes – sports/ PE etc, pain or itching in genital area, blood on underclothes, bruising in genital region and/or inner thighs etc.

**Upskirting Definition:** Upskirting typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

**Neglect:** the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

**Some of the Possible Indicators Could Include:**

May be recognised by: Being constantly hungry; constantly tired; have a poor state of clothing; be emaciated; have untreated medical problems; be frequently late or have poor or non-attendance at school; have low self- esteem; display neurotic behaviour and/or have poor social relationships, have poor personal hygiene. A neglected child may also be apathetic, fail to thrive, or be left with or in the care of adults under the influence of alcohol or drug misuse.

**Contextualised Safeguarding**

We recognise safeguarding incidents and/or behaviours can be associated with factors outside of school and/or can occur between children outside of school. All our staff, but particularly our Designated Safeguarding Leads (DSL’s) will consider the context within which such incidents and or behaviours occur. We recognise this is known as ‘contextual safeguarding’ and will consider by assessing whether wider environmental factors are present in a child’s life that threaten their safety or welfare. In such

cases we will work with safeguarding agencies and support the child and family as part of any referral process.

Our Staff use our SSSCPD site to access on-line training and face to face training from specialists to address areas of contextualised safeguarding, which includes:

- Child Sexual Exploitation – CSE
- Radicalisation and Extremism
- Criminal Child Exploitation – CCE
- Serious Youth Violence - County Lines
- Domestic Abuse Awareness
- Neuroscience of Attachment –specialist provider
- Trauma and Toxic Shame – specialist providers
- Pillars of Parenting & HART Educational Psychologist (for LAC)
- Thrive – specialist provider & insets
- Foetal Alcohol Awareness – inset
- Identifying and evidencing neglect – inset

**As a maintained special school our staff are alert to the potential needs for early help for a child who:**

- is disabled and has specific additional needs.
- has special educational needs (all our pupils have an EHCP)
- is a young carer.
- is showing signs of being drawn into anti-social behaviour, including gang involvement and association with organised crime groups.
- is frequently missing/goes missing from care or from home.
- is misusing drugs or alcohol themselves.
- is at risk of exploitation, modern-day slavery, trafficking.
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- has returned home to their family from care.
- is showing early signs of abuse and/or neglect.
- is at risk of being radicalised or exploited.
- has an age inappropriate understanding of sexualised behaviours.
- is privately fostered.

Each year training is audited to identify who needs refreshers and what is the next level of appropriate safeguarding training dependant on their role in school. Changes to any guidance are communicated to staff as described in working with others section. Support staff who have limited ICT or low literacy are supported with face-to-face training rather than on-line by their line manager. All our staff are aware they must always act in the 'best interest of the child' and report or refer concerns in accordance with our school policies and procedures.

### **Taking action when concerns are identified**

Our staff recognise the difference between concerns about a child and a child in immediate danger.

If staff have concerns about a child, they will need to decide what action to take. An immediate discussion should take place with the Snr Designated Safeguarding Lead or the Deputy DSL or Safeguarding Officer (in the absence of DSL/Deputy DSL) to agree a course of action.

If a child is in immediate danger or risk of harm a referral by phone call will be made immediately to EHASH if it is a new case, to avoid delay. This will then be followed up by filling in the referral form on the EHASH portal. If the case is already open to Children Social Care the social worker attached to the family or their team manager should be contacted immediately.

### **Handling A Disclosure**

If a child chooses to tell a member of staff about alleged abuse, there are a number of actions that staff will undertake to support the child:

- The key facts will be established in language that the child understands, and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child, e.g. to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Where questions are asked, this should be done without pressurising, and only using open questions;
  - Leading questions should be avoided as much as possible
  - Questioning should not be extensive or repetitive
- Staff will not put words in the child's mouth but will subsequently note the main points carefully.
- A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language etc.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- The Designated Safeguarding Lead will be immediately informed, unless the disclosure has been made to them.
- Information should be shared with children's social care without delay, either to the child's own social worker or EHASH. Children's Social Care will liaise with the police where required, which will ensure an appropriate police officer response rather than a uniformed response.
- The Police would only therefore be contacted directly in an emergency.

**Staff should never attempt to carry out an investigation of suspected child abuse by interviewing the child or any others involved especially if a criminal act is thought to have occurred. The only people who should investigate child abuse and harm are Social Care, Police or the NSPCC.**

### **Confidentiality**

We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to children; children will not be given promises that any information about an allegation will not be shared.

Where there is a child protection concern it will be passed immediately to the Designated Safeguarding Lead and/or to children's social care. When a child is in immediate danger children's social care/the police will be contacted.

The Head teacher or Snr Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm.

Further guidance can be found by visiting Hull Safeguarding Children Partnership website:  
[www.hullsafeguardingchildren.co.uk](http://www.hullsafeguardingchildren.co.uk)

### **Information Sharing**

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment and service provision to keep children safe. Serious Case Reviews (SCR's) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare of children. *Data Protection In Schools published Feb 2023 and updated Aug 2024.*

*We will adopt the information sharing principles detailed in statutory safeguarding guidance contained within KCSIE 2024 (paragraph 93):*

*Staff, governors and trustees should use the DfE's data protection guidance for schools to help you:*

- *Comply with data protection law*
- *Develop data policies and processes*
- *Know what staff and pupil data to keep*
- *Follow good practices for preventing personal data breach*

## **Records and Monitoring**

Northcott uses CPOMs to record a safeguarding concern and report on actions taken and to keep reports and records up to date and secure. Reports from Social Care, Early Help, Police, CAMHS, Health and other services are uploaded to the system.

Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records will show who has entered the information and which agencies are involved or who information has been shared with and why. Where an opinion or professional judgement is recorded this should be clearly stated as such.

At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person; this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services e.g. EHASH or the child's social worker if already an open case to social care.

Pastoral staff will use Behaviour Watch (BW) to record low level Welfare Concerns (clothing, hygiene). Class teams in their pastoral role will record any minor concerns on BW and will take responsibility for alerting the Designated Safeguarding Lead should the number of concerns rise or, in their professional judgement, become significant.

At the point at which a concern file (see below) is commenced on CPOMs then an overview of the lower level concern should be recorded and Behaviour Watch welfare concerns uploaded to provide a chronology. This is particularly important for monitoring concerns around neglect. Welfare Logs on Behaviour Watch will allow staff to record and monitor day-to-day low level issues, enabling them to see

the accumulation of lower level issues and report escalating patterns which indicate emerging cause for concern or safeguarding need.

**The main pupil file should have a red C in the top right-hand corner to denote a separate file exists**

Our school will ensure all or files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit. The majority of our files are managed through CPOMS, which allows us to flag the criteria of concerns and agencies involved.

**Why recording is important**

Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known. We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always necessarily apparent at the time. On occasions, this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

**The Child Protection (CP), Child in Need (CiN) or Confidential file**

The establishment of a Child Protection, CiN or Confidential Safeguarding file, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare, that are outside of the usual range of concerns which relate to ordinary life events. It should be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the child's particular circumstances will need to be taken into account for example if a child is subject to a child protection plan, CiN plan or has looked after status (LAC). Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and those with Designated Safeguarding Lead responsibilities in school.

A 'child protection' or 'confidential' file should be commenced on CPOMS in the event of:

- A referral to EHASH/ Children's Social Care.
- A number of minor concerns on the child's welfare log or other related concerns on Behaviour Watch, which could be indicators of wider issues –such as neglect.
- Any child already open to social care when they start the school

All 'child protection' or 'confidential' file should contain:

- A front sheet on CPOMS – provides an overview of factual details relating to the child
- A chronology/timeline of incidents, actions taken, meeting dates.
- A record of concern in more detail and body map, where appropriate.
- A record of concerns and issues shared by others.
- A record of information shared in meetings and upload relevant documents

The school will keep electronic records of concerns about children even where there is no need to refer the matter to EHASH/Children's Social Care immediately these records will be kept on CPOMS for monitoring or recorded in Behaviour Watch if of a lower level Welfare Concern.

Records will be kept up to date and reviewed regularly by the Designated Safeguarding Lead and Safeguarding Officer to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; scanned and uploaded to CPOMS. They may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

The 'confidential' file can be active or non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan or open to Early Help and this level of activity can be recorded on the front sheet as a start and end date. If future concerns arise, they can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

Where children leave the school we will ensure their confidential/child protection file is transferred to the new *school or college* as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. It would good practice, wherever possible, for the file to be hand-delivered to the receiving designated safeguarding lead with a discussion taking place.

There should be a smooth and safe transition for the child. Good dialogue between the Designated Safeguarding Leads will be in place to ensure children subject to child protection and safeguarding concerns are well supported and any transition arrangements or change of school and or education provision should be seamless, along with the transfer of electronic or paper CP files.

## **Recording Practice**

Timely and accurate recording will take place when there are any issues regarding a child.

- Welfare Log - low level concern where there is no risk of harm or cause for concern ( for example hygiene, clothing, low level issues with diet) recorded on Behaviour Watch
- Cause for concerns and safeguarding incidents & allegations are recorded on CPOMS
- CP, CIN, LAC meetings and visits from social worker/police are recorded on CPOMS
- Mental Health and Attendance support / interventions are cross referenced on to CPOMS

## **Recording & Reporting Cause For Concern**

- Cause for Concern – report immediately DSL/Deputy DSL/Safeguarding Officer
- Cause for Concern – record on Behaviour Watch or use paper copy and share with or report directly to aforementioned
- Cause For Concern – will be followed up by DS/Deputy DSL/Safeguarding Officer and incident/actions recorded on CPOMS
- Use factual information regarding incident, concern or allegation, date, time, names
- Make clear distinction when an opinion is recorded within the entry
- Indicate clearly why judgement taken (consider prior information & contextual information)
- Record actions taken, names, dates, agency details
- Record who information has been shared with (parent/social worker/tutor)
- Record referral details – who to/date and upload referral form
- If no consent sought to make referral record why – what informed this judgement
- Record follow up action
- Alert head teacher/DSL/Safeguarding Officer

A recording of each and every incident or concern for the child will be made, including any telephone calls to other professionals. This will be logged on CPOMS which generates records of incidents and actions in chronological order. Over time they are likely to help identify any patterns or emerging risks and needs. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded.

Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge, and this will assist in promoting an evidence-based assessment and determining any action(s) that needs to be taken. This may include no further action, whether an Team Around Family (TAF) should be undertaken, or whether a referral should be made to EHASH /Children’s Social Care. Such robust practice across child protection and in safeguarding and promoting the welfare of children

will assist the school and DSL team in the early identification of any concerns which may require addressing further and the prevention of future harm, risk or abuse. The Designated Safeguarding Lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

### **Educating Young People – Opportunities to teach safeguarding**

As a school we will to teach children in an age appropriate way about youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes and knowledge to help them navigate risks. This approach to tackling sensitive issues promotes a whole school approach to safeguarding giving children the space to explore key issues and the confidence to seek the support of adults should they encounter problems. This issue will be taught as part of a wider RSHE programme, as RSHE becomes mandatory in all schools from September 2020. RSHE will be regularly audited as part of curriculum and PSHE reviews. Components will be reviewed and revised to respond to need or latest guidance (such as Educate Against Hate). On-going support will be provided by PSHE lead to ensure confident delivery across all age groups, with regular monitoring in place to ensure appropriate programme of RHSE is delivered throughout a child's time at the school.

### **Keeping Young People Safe On-line**

As part of their on-going PSHE curriculum and ICT lessons pupils will learn how to keep safe on-line. Pupils and staff receive clear guidance regarding on-line safety through our Acceptable Use Policy. Local authority RM services provide firewalls and additional monitoring as needed. *A child's on-line activities at school are monitored by Smoothwall and live alerts are sent to headteacher and weekly reports are sent to the deputy head.* Children and parents are made aware of on-line safety in order to minimise the safeguarding risks technology can pose and where they can seek advice, help and support. Our website provides links to CEOP, and Thinkuknow and sign posts parents and carers to where they can access support to keep their child safe on-lien. In addition our twitter account and parent text alert system is regularly used to provide u to date advice and guidance on the latest trends and risks in gaming, on new apps and on emerging social media platforms.

### **Support for parents and carers to keep their child safe on-line can be accessed through:**

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) - advice from national crime agency

[www.internetmatters.org](http://www.internetmatters.org) - support for parents and carers

<https://parentinfo.org> - support for parents and carers

[www.lgfl.net](http://www.lgfl.net) - support for parents and carers

[www.net-aware.org](http://www.net-aware.org) - support for parents and carers from NSPCC

**On-line learning at home is supported through Dojo and Showbie platforms which allows parental and teacher monitoring of content, contact and conduct.**

Pupils are taught on-line safety in their ICT and PSHE lessons to help them understand guidance and law around sharing and receiving inappropriate content, helping pupils to understand the need to keep personal details private and appropriate conduct on-line. In school we use a range of methods to help identify issues, intervene and escalate. Staff class monitor on-line use in lessons, E-safe Forensic Monitoring reports to senior leaders inappropriate activity in school by identifying searches, language used. Class staff regularly liaise with parents/carers regarding out of school on-line activity. Referrals are made to support personalised RSHE and on-line safety education for pupils who need more support around on-line safety, boundaries, puberty, due to their ability or escalating need.

Themed assemblies such as anti-bullying week and on-line safety week supplement the curriculum. Assemblies, pastoral staff regularly liaise with parents about out of school online incidents, and provide help and guidance on appropriateness of apps/gaming/on-line content. Safeguarding staff escalate concerns to Early Help for additional parental support when parents/carers supervision is effective and is placing a child at risk.

### **Helplines and reporting**

- Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>
- Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing channels. Likewise, if parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295, or by emailing [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- Families can access support Hull Domestic Abuse Partnership on 01482 318 759 and National Domestic Abuse line on 0808 2000 247
- Corona Virus Hull Helpline 01482 300307
- Family Information Service 01482 318 318

- Prevent Team 01482 220750 / 01482 220751
- [Prevent@humberside.pnn.police.uk](mailto:Prevent@humberside.pnn.police.uk). Or EHASH via [Prevent@hullcc.gov.uk](mailto:Prevent@hullcc.gov.uk) if 17 or under

### **Reporting Low Level Concerns**

As part of the changes in KCSIE 2022 our updated Child Protection Policy includes guidance on the responsibility for all adults who work in our school (including supply, contractors and volunteers) to report all low level concerns about adults in the school to the head teacher.

### **Definition**

A low-level concern is defined as any concern had about an adult's behaviour towards, or concerning, a child that does not meet the harms threshold (see below), or is otherwise not serious enough to consider a referral at the time of its reporting.

Inappropriate behaviour can exist on a wide spectrum, from inadvertent or thoughtless behaviour, to behaviour which is ultimately intended to enable abuse. Examples of inappropriate behaviour that would constitute a low-level concern that should be reported to the Head of School include:

- Being overly friendly with children – this could include, but is not limited to, communicating with a child through personal social media or allowing inappropriate conversations or enquiries to occur with pupils, e.g. conversations that are about a staff member's personal life or are of a sexual nature.
- Having favourites – this could include, but is not limited to, calling pupils by pet names or terms of endearment or buying pupils gifts.
- Taking photographs of children on their personal mobile phones or devices.
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door.
- Using inappropriate, sexualised, intimidating or offensive language

Low-level concerns are differentiated from concerns that can cause harm. The harms threshold is the point at which a concern is no longer low-level and constitutes a threat of harm to a child. This threshold is defined as accusations that an adult 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.
  - Behaved towards a child in a way that indicates they may pose a risk of harm to children.
  - Behaved in a way that indicates they may not be suitable to work with children, including behaviour that has happened outside of school.
- While low-level concerns are, by their nature, less serious than concerns which meet the harms threshold, the school understands that many serious safeguarding concerns, e.g. child sexual abuse, often begin with low-level concerns, e.g. being overly friendly with children.

**All low level concerns about adults need to be reported to the Head of School.**

KCSIE document has links and toolkits that can support professionals working within schools and colleges to safeguarding their pupils, such as: County Lines Toolkit; London Grid for and advice on dealing with sharing of nudes; Childnet – STAR SEND Toolkit and Childnet – Step Up, Speak Up, which addresses on-line sexual harassment.

**NB\* Notes for 2024 KCSIE amendments made to Child Protection Policy in relation to:**

*References KCSIE 2024; Working Together to Safeguard Children Dec 2023; Prevent Guidelines Dec 2023; Data Protection in School updated Aug 2024*

*Statistics relating to Disability and abuse*

*Definition of radicalisation (para 93 KCSIE)*

*Updated definition of safeguarding*

*Outline of Early Help Indicators*

*Exploitation added to abuse and neglect*

*Abuse can be impact of witnessing domestic abuse*