



SCHOOL POLICY



CHILD PROTECTION POLICY & PROCEDURE

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**KELVIN HALL SCHOOL
CHILD PROTECTION POLICY AND PROCEDURE**

INTRODUCTION

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

Kelvin Hall School has a responsibility to protect and safeguard the welfare of its children and young people. The need for guidelines and procedures is important to ensure that this is done with understanding and clarity.

Kelvin Hall School's whole school Child Protection Policy aims to provide clear guidance on protection issues. The policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that Child Protection concerns and referrals are handled sensitively, professionally and in ways which support the needs of the child.

CHILD PROTECTION POLICY

The aim of Kelvin Hall School is to safeguard and promote our students welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate. The child's welfare is of paramount importance.

There are three main elements to our Child Protection Policy:-

- (a) Prevention:
...positive atmosphere, teaching and pastoral care and support to students, providing good adult role models.
- (b) Protection:
...by following agreed procedures, ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns.
- (c) Support:
...to students and school staff and to children who may have been abused.

This policy applies to all employees of Kelvin Hall School.

This Child Protection Policy and Procedure should be read in conjunction with the Local Safeguarding Children Board (LSCB) Guidelines and Procedures. In accordance with the Children Act 2004 it is a statutory responsibility for key agencies coming into contact with children and young people, to make arrangements to ensure that in discharging their functions, they have regard to the need to safeguard and promote the welfare of children (Section 11, Children Act 2004). We will follow the Procedures and Guidance set out by the Local Safeguarding Children Board, (a copy of which is to be found via the Hull Safeguarding Children Board website), updated March 2017.

The following national guidance should also be referred to:

- The Children Act (2004)
- Working together to safeguard children: A Guide to Interagency working to Safeguard and Promote the Welfare of Children (HM Government 2015)
- Human Rights Act (1998)
- Criminal Justice and Court Services Act (2000)
- The Protection of Children Act (1999)
- The Sexual Offences Act (2003)
- What to do if you're worried a child is being abused (HM Government 2015)
- Keeping Children Safe in Education (DfE 2019)
- Prevent Duty (DfE 2015)

This policy should be read in conjunction with the following school's policies:

- Recruitment and Selection (Safer Recruitment) Guidance and DBS Policy
- Staff Code of Conduct
- Equal Opportunities Policies
- Health and Wellbeing Policies, including Health and Safety Policy and Sex and Relationships Policy
- Behaviour Management Policies
- Anti-Bullying Policy
- Physical Intervention Policy
- Special Education Needs Policies and Procedures
- E-Safety Policy
- Whistle Blowing Policy
- Attendance Policy

Schools do not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority. Kelvin Hall School is committed to working in partnership with other public agencies, the voluntary sector and carers.

Kelvin Hall School will protect and safeguard children and young people by:

- Ensuring all staff/volunteers are carefully selected, trained and supervised in accordance with safer recruitment requirements.
- Having a Child Protection Policy and Procedure and regularly reviewing and updating this in line with national and local policy developments. This will be done every 12 months
- Ensuring that all staff and volunteers are familiar with this Child Protection Policy and Procedure, by ensuring a rigorous and comprehensive induction procedure which includes training on Child Protection.
- Ensuring that all staff/volunteers attend appropriate Safeguarding Children Board (LSCB) Child Protection Training. This is integrated into the whole school training plan to ensure that any new staff and governors receive the training from qualified staff within school as part of their induction process.
- Ensuring that Kelvin Hall School has a Designated Safeguarding Lead and that staff and volunteers are aware of the named person and process of reporting concerns to them.
- Assessing the risk that children and young people may encounter and taking steps to minimise and manage this by following a risk management protocol.
- Letting parents, carers and young people know how to report concerns about a child, young person, staff member or volunteer, or complain about anything they are concerned about (see Complaints Procedure).
- Giving young people, parents and carers regular information about what the school is doing and what is expected from young people, parents and carers.

Safeguarding and Promoting Welfare and Child Protection

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Undertaking that role so as to enable those children to have optimum life chances to enter adulthood successfully

Child Protection (CP)

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

Children in Need (CIN)

Children who are defined as 'In Need', under section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health or development will be significantly impaired, without the provision of services. This includes children with a disability.

Significant Harm (SH)

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

Early Intervention (EI)

At Kelvin Hall School we aim to identify where early interventions are needed to support families in need. This is in conjunction with the Early Help Team. If agreeable, an assessment is completed with the family of the child/children to provide a 'whole picture' of the child/children/family to enable support to be targeted accurately. These are completed as required.

Who Abuses Children?

Children may be abused in a family, institution, or community setting: by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

What is Abuse and Neglect?

Abuse and neglect are forms of maltreatment of a child or young person. Child refers to anyone under the age of 18. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Physical Abuse

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

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve:

- Conveying to children that they are worthless, unloved or inadequate
- Interactions that are beyond a child's developmental capability
- Overprotection and limitation of exploration and learning
- Preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying causing children to feel frequently frightened or in danger
- Exploitation or corruption of children
- Some level of emotional abuse if involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts.

They may include non-contact activities such as involving children in looking at, or in the production of pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer:-

- failing to provide adequate food and clothing
- shelter including exclusion from home or abandonment
- failing to protect a child from physical or emotional harm or danger
- failing to ensure adequate supervision including the use of inadequate care-takers
- failure to ensure access to appropriate medical care or treatment
- Failure to respond to a child's basic emotional needs

Self-Harm

School staff can play an important role in preventing self-harm and also in supporting student, peers and parents currently engaging in self-harm. Any member of staff who is aware of a student engaging in or suspected of being at risk of engaging in self-harm should **always** consult with the Child Protection Co-ordinator. Students need to be made aware that it may not be possible for staff to offer confidentiality. **If you consider a student is at serious risk of harming themselves then confidentiality cannot be kept.** HBV, Peer on Peer, SEND and CME.

Peer on peer abuse

This can include: all forms of bullying, physical or sexual assaults, being coerced into sending sexual images (sexting), upskirting (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), child sexual exploitation or teenage relationship abuse. At Kelvin Hall School we do our utmost to ensure that children and young people are protected from harm and will educate pupils on how to build resilience. Our staff receive regular training to help equip them with the tools to recognise different forms of peer on peer abuse, and the mechanisms for responding to and reporting incidents. A pupil against whom a proven allegation of abuse is made will usually be dealt with via the Behaviour Policy.

Honour Based Violence (HBV)

This is a crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame on their family or community by doing something that is not in keeping with the traditional beliefs or culture. At Kelvin Hall School we take incidents of HBV crime very seriously and deal with cases sensitively and confidentially. To this end we work collaboratively with external agencies to children and young people safe from harm

Forced marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, treats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have a learning disability, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published statutory guidance.

Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. In addition, it is illegal for someone to arrange for a child to have this procedure. Therefore, if concerns are raised about the possibility of this taking place Children's Social Care and/or the Police will be notified. Refer to the Home Office Guidance – Mandatory Reporting of Female Genital Mutilation – Procedural information – October 2015.

Serious Violence

All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Extremism

Any concerns regarding extremism should be raised and recorded in the same manner as any other concern. The Child Protection Co-ordinator will then liaise directly with the named person - Humberside Police, Prevent & Engagement Officer.

This is not an exhaustive list and it must be recognised that **it is not the role of staff/volunteers to make an assessment** of whether a children or young people have suffered harm. Staff/volunteers/Designated Safeguarding Lead do have a duty to report any concerns about harm in accordance with the Hull Safeguarding Children Partnership (HSCP) Guidelines & Procedures.

Recognition of Harm

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

1. Information given by the child, his/her friends, a family member or close associate.
2. The child's behaviour may become different from the usual, be significantly different from the behaviour of their peers, be bizarre or unusual or may involve 'acting out' a harmful situation in play.
3. An injury that raises suspicion because:
 - it does not make sense when compared to the explanation given
 - the explanations differ depending on who is giving them (e.g. differing explanations from the parent/carer and child)
 - the child appears anxious and evasive when asked about the injury
4. Suspicion being raised when a number of factors occur over time, for example, the child fails to progress and thrive in contrast to his/her peers
5. Contact with individuals who pose a 'risk to children' relates to an individual that has been identified as presenting a risk or potential harm to children. This can be someone who has been convicted of an offence listed in Schedule One of the Children and Young Person's Act 1933 or someone who has been identified as continuing to present a risk to children (Sexual Offences Act 2003)
6. Substance misuse - the potential for a child to be harmed as a result of the excessive use of alcohol, illegal and controlled drugs, solvents or related substances may occur during a young person's life. The use of drugs or other substances by parents or carers does not necessarily indicate child abuse or neglect and there is no assumption that a child living in such circumstances will automatically be considered under Child Protection procedures. It is important to assess how parental substance use impacts upon the children or young people in the family.
7. Mental health – Mental illness in parent or carer does not necessarily have an adverse effect on the child or young person but it is important to assess its implications for any children involved in the family. The adverse effects of parental mental illness on the child are less likely when parental problems are mild, last for a short period of time, are not associated with family disharmony and where there is another parent or member of the family who can respond to the child's needs and offer protection. Where mental illness is accompanied by substance abuse, domestic violence, poverty and social isolation children are particularly vulnerable.
8. Domestic Violence – Children and young people can suffer directly and indirectly if they live in a household where there is domestic violence. It is likely to have a damaging effect on the health and development of children. The Children Act 1989 clarifies the meaning of harm to include for example the impairment suffered from seeing or hearing ill treatment of others. This can include children witnessing violence in the home. Domestic violence has an impact in a number of ways:-
 - It can pose a threat to the physical wellbeing of an unborn child, if a mother is kicked or punched
 - Children may suffer injuries as a result of being caught up in violent episodes
 - Children may become distressed by witnessing the physical and emotional suffering of a parent
 - The physical and psychological abuse suffered by the adult victim can have a negative impact upon their ability to look after their children
 - The impact of domestic violence is exacerbated when violence is combined with problematic alcohol or drug abuse

- People working with children should also be alert to the frequency in the relationship between domestic violence and the abuse and neglect of children
9. Bullying – this can be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling) and emotional (e.g. isolating an individual from activities and social acceptance of their peer group). The damage inflicted by bullying can be underestimated. It can cause considerable distress, to the extent that it can affect health and development and at the extreme significant harm. There is also cyber-bullying which is bullying through information and communication technologies; media such as mobile phone text messages, emails, phone calls, internet chat rooms, instant messaging and social networking websites such as Facebook. Cyber-bullying is where technology is used to harass, threaten, embarrass, or target another person. (Refer to the school's E-Safety policy.)

Managing Disclosures of Abuse

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

- Listen to what the child has to say with an open mind
- Do not ask probing or leading questions designed to get the student to reveal more
- Never stop a child who is freely recalling significant events
- Make note of the discussion, taking care to record the timing, setting and people present as well as what was said
- Never promise the child that what they have told you can be kept secret. Explain that you have the responsibility to report what the child has said to someone else
- The Child Protection Co-ordinator must be informed immediately
- Where a child is interviewed by a member of another agency on the school premises and a parent is not present, a teacher or other sympathetic member of the school staff must be present as the school is still in loco parentis. Consent must be obtained before any agency can speak to a child.

The Role of the Designated Safeguarding Lead

Where there are concerns about the welfare of any child or young person all staff/volunteers have a duty to share these concerns with the Designated Safeguarding Lead.

The Designated Safeguarding Lead at Kelvin Hall School is Claire Grandidge.

The Designated Safeguarding Lead is responsible for:

- Monitoring and recording concerns about the well-being of a child or young person
- Making referrals to the Local Authority Children's Services
- Liaising with other agencies in relation to on-going cases including attendance at relevant meetings
- Arranging training for staff/volunteers, including those newly appointed
- Ensuring that all relevant information is passed to the Head of School
- Speaking to students with complaints against staff/employees of Kelvin Hall School in conjunction with the Senior Leadership Team
- Liaising with appropriate pastoral staff to support vulnerable students
- Liaising regularly with the Performance and Creative Arts Faculty to ensure all pupil work and performances are deemed as suitable and appropriate

The Designated Safeguarding Lead is supported by-

Mr C Leng – Head of School

Role: To support the Child Protection Co-ordinator in the implication of the whole school policy including deputising for the co-ordinator in this absence.

Ms J Lynch - Governor with special responsibility for Child Protection.

Role: To liaise with the Child Protection Officer on matters relating to Child Protection issues and participates in the annual review of the policy.

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

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

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

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

**A POD is a small group of social workers and other practitioners who share responsibility for the work they do with a group of children, young people and families*

Seeking consent for a Referral

Professionals should seek in general to discuss any concerns with the family (including the child where appropriate) and where possible seek their agreement to making referrals to the Local Authority Access & Assessment Team. This should only be done where such discussion and agreement seeking will not place the child at an increased risk of significant harm. In general, where concerns about a child relate to Section 17, children 'in need' (Children Act 1989) consent should be sought from the parents, carer or children where appropriate prior to a referral being made to the Local Authority Access & Assessment Team.

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

If there is any allegation made against a family member or same household member, a call is made to the Access and Assessment Team before discussions with parents/carers to consider consent.

Children and Young Peoples Services make the decision whether to seek parental consent. If you are unsure about whether to seek parental consent prior to a referral being made then seek advice from the duty social worker at the Access and Assessment Team or the allocated social worker.

Reporting Concerns or Disclosures of Abuse

All staff/volunteers must ensure that they report any concerns or allegations of harm immediately through the Incident Log on CPOMS.

Once a CPOMS incident log is submitted, staff will also need to see the PYL/DDSL/DSL to inform them they are concerned about a child. CPOMS does not replace face-to-face conversations.

Making a Referral

Referrals of all children in need, including those where there are child protection concerns will be made to Children's Social Care or Police Public/Family Protection Unit. The Immediate Help Team is available for out of hours concern. All referrals made by telephone must be followed up in writing within 48 hours.

The Child Protection Co-ordinator should make the referral as appropriate. They will need to be prepared where possible, to give the following information:

- Nature of concern/allegation

- Whether the child will need immediate action to ensure their safety
- If consent has been sought and parents are aware of the referral. If not, then the reasons for this
- Factual information about the child and family including siblings
- Nature of the involvement with the family
- Other professionals/agencies involved with the family
- Source of the referral (e.g. own assessment, reported allegation or disclosure by the child or a third party)
- Childs' whereabouts including details as to when and where they were last seen
- If the child is suffering or at risk of suffering significant harm, details as to who is the source of this harm and their whereabouts

Child protection information is confidential and **will not be kept on the child's school file**. The school has a separate, secure filing system for child protection concerns. If a child protection file has been started for a child who then moves school, the entire contents of the file will be sent to the receiving school/college.

The information will be sent **under separate cover to the school file**, in a sealed envelope to the Head of School, marked 'Strictly Confidential'. If a child moves without a forwarding address for home and school and no contact is received from a new school within twenty-one days, the Designated LA Officer for Child Protection will be informed.

Should it be needed, advice and/or support from Children's Social Care and/or the Police may be taken regarding an allegation and Kelvin Hall School will take appropriate action to ensure the ongoing safety and welfare of all pupils involved.

Allegations against Staff Members/Volunteers

Any member of staff or volunteer who has concerns about the behaviour or conduct of another individual working within the school, will report the nature of the allegation or concern to the Child Protection Co-ordinator immediately. (Refer to the school's Whistleblowing Policy). The member of staff who has a concern or to whom an allegation or concern is reported should not question the child or investigate the matter further. The CPC will report the matter to the Local Authority Designated Officer (LADO), telephone 613515.

If the Head of School does not act upon the information given to them, the member of staff or volunteer should report the matter themselves to the LADO. In the case that the concern or allegation relates to the Head of School or Deputy Headteacher, the Child Protection Co-ordinator or a member of the school leadership team will contact the Chair of Governors (or the Vice Chair, if the Chair is unavailable). The Chair of Governors will then report the matter to the LA Safeguarding Officer. Kelvin Hall School adheres to Department of Education, Keeping Children Safe in Education, September 2018.

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

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

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

Responding to a complaint or an allegation against Staff Members/Volunteers

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

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

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

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

Kelvin Hall School adheres to the Department for Education, Keeping Children Safe in Education, 2018.

Seeking Medical Attention

If a child has a physical injury requiring medical attention and there are concerns about abuse an ambulance must be phoned for. Procedures for referring a child protection concern to Children's Social Care must be followed.

Staff and Volunteer Self Protection

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

Kelvin Hall School's self-protection guidelines include:

- Avoid situations where a staff member/volunteer are on their own with a child
- In the event of an injury to a child, accidental or not, ensure that it is recorded and witnessed by another member of staff using the school's accident report forms (available from reception)
- Keep written records of any allegations a child makes against a member of staff/volunteer and report it in line with the Child Protection Policy
- If a child or young person touches a staff member/volunteer inappropriately record what has happened immediately and inform the Child Protection Co-ordinator
- If restraint is needed, then record the incident

Kelvin Hall School recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps preventive practice.

Kelvin Hall will therefore:

- a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- b) Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- c) Include in the curriculum activities and opportunities for Personal, Social and Health Education (PSHE) which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help.
- d) Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.
- e) Take all allegations, suspicions or concerns about abuse that a young person makes seriously (including those made against staff) and report them using the agreed procedures
- f) Risk assess situations and activities to ensure all potential dangers have been identified
- g) Treat everyone with dignity and respect

Staff/volunteers should follow the Staff Code of Conduct in accordance with the Child Protection Policy
Any student dealing with a concern or allegation will be supported through:

- (a) The content of the curriculum to encourage self-esteem and self-motivation.
- (b) The school ethos which (i) promotes a positive, supportive and secure environment (ii) gives a sense of being valued.
- (c) The school's behaviour policy is aimed at supporting vulnerable students in the school. All staff will agree on a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the student's sense of self-worth. The school will endeavour to ensure that the student knows that some behaviour is unacceptable but he/she is valued and not to be blamed for any abuse which has occurred.
- (d) Regular liaison with other professionals and agencies that support the students and their families.
- (e) A commitment to develop productive, supportive relationships with parents.

Recruitment and Selection

Reference should be made to the school's Recruitment and Selection Guidance and DBS Policy. Kelvin Hall School follows the Safer Recruitment guidelines and ensures that:

- All paid staff/volunteers with access to children and young people all have an enhanced DBS check
- All staff and volunteers are to complete an application form including details of previous employments, details of any conviction for criminal offences (including spent convictions under the Rehabilitation of Offences Act 1974), agreement for an enhanced DBS check, permission to contact two referees, including their current or most recent employer (which should be taken up).
- The potential support staff member will be subject to a probationary period (3-6 months) and monthly meetings will take place with their Line Manager to identify any concerns, training and support needs.
- Potential staff members are interviewed by the Head of School or Appointments Panel, who have successfully completed Safer Recruitment training.
- Staff and volunteers working directly with children are required to complete LSCB Child Protection Training. This will be regularly reviewed.
- LSCB Child Protection Training is built into the induction process for all new staff at the school. The induction process is managed by the staff member's line manager and introduces all school policies.
- All staff/volunteers will be required to have read the Child Protection Policy. This will be reviewed every 12 months.
- All staff/volunteers will be required to have read Part 1 of Keeping Children Safe in Education 2018.

Disclosure and Barring Service

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

Induction

When new staff join the school they will be informed of the safeguarding arrangements in place. They will be given a copy of the school's Safeguarding Policy, Keep Kids Safe in Education and told the name of the Designated Safeguarding Lead.

All volunteers are to complete an application form, including details of two referees (which should be taken up). If volunteers are to be left unsupervised with a child, then an enhanced DBS check with the Children's

Barred List is to be completed. For volunteers who will be supervised, an enhanced DBS check may be obtained but without a Children's Barred List check.

Every new member of staff will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality. The induction will also remind staff of their responsibility to safeguard all children at our school and the remit of the role of the Designated Safeguarding Lead. All volunteers and temporary staff to our school will be provided with the same level of information in relation to safeguarding.

Contacts

Children's Social Care

Access or Assessment Team	(01482) 448879
Immediate Help Team	(01482) 300304
Child Protection Administrator	(01482) 790933
Local Authority Designated Officer	(01482) 613515 / 790933
Protecting Vulnerable People Unit	(01482) 578488

APPENDIX 1 - Code of Safe Practice

Introduction

The aims of this code are:

- To keep students safe
- To reduce the risk of allegations against staff

Confidentiality

- Don't share confidential information about a student with any person, other than on a professional need-to-know basis.
- Never promise complete confidentiality to a student prior to, during or after a disclosure.
- Never pass on confidential information to 'outsiders', press, police, social services etc. without first seeking guidance from the Designated Safeguarding Lead or a senior member of staff.

Behaviour

- Do not make sexual remarks to a student (including email, text messages, phone and letter), or behave in any way which could be interpreted as sexually suggestive or provocative.
- Do not discuss a student's individual sexual relationships in full class or in other inappropriate contexts or settings.
- Do not make unprofessional personal comments which scapegoat, demean or humiliate students.

Infatuations

- Report immediately to a senior member of staff any indications (verbal, written or physical) that suggest a student may be infatuated with you, or with a colleague.

Dress

- Dress decently, safely and appropriately.

Gifts

- Do not accept any gift which might be constructed by others as a bribe, or lead the giver to expect preferential treatment.
- Small 'thank you' gifts are OK, but do not accept gifts on a regular basis or of any significant value.
- Generally only give gifts to a student as part of our agreed reward scheme. In any other context, ensure that any gifts given are of insignificant value and given to all students equally.

Contact

- Do not try to establish social contact with students for friendships or a relationship.
- Do not give personal details to students, e.g. home/mobile phone numbers, home or email addresses.
- Do not communicate with students via Facebook, MSN or similar.
- Any contact with parents or students by email must be by school email.
- Any unwelcome communications to staff (written or visual) from students or parents should be reported immediately.

Physical Contact

As a general rule, do not touch students. Physical contact should never be of a type which may be considered indecent.

- There are occasions when it is appropriate and proper for staff to have physical contact with students, but you should only touch when it is appropriate and proper to do so in your professional judgement. Physical contact should be in response to a child's needs at the time, of limited duration, and appropriate given their age, stage of development, gender, ethnicity and background.
- Some staff (e.g. PE, Dance and SEN staff) may need to initiate physical contact, e.g. in order to support a child so they can perform a task safely, to demonstrate a particular piece of equipment/instrument or

assist them with an exercise. This should be done with the student's understanding of the reason and their consent in an 'open' environment.

- Do not indulge in tickling or play fights.
- Use extra caution when it is known that a student has suffered abuse or neglect.
- Report immediately any physical contact which concerns you or which you believe may have been misconstrued.

Students in Distress

- There may be rare occasions when a very distressed student needs comfort and reassurance, including limited age-appropriate physical contact, principally with our youngest students.
- Be self-aware, avoid any contact which may be intrusive or open to misinterpretation.

Control and Physical Intervention

- Always try to diffuse situations without physical intervention.
- We do not expect staff to put themselves at physical risk, but you may intervene to prevent a student from injuring themselves or others. You may use only *reasonable* force. There is no legal definition of reasonable force, but you must be sure that any physical intervention is warranted by the circumstances of the particular incident (i.e. not in response to a trivial action), and that the degree of force used is in proportion to the seriousness of the behaviour, or the consequences it is intended to prevent. Any force used should be the minimum to achieve the desired result.
- See Staff Handbook section on 'Contact and Restraint Policy' for further details.

Behaviour Management

- Do not use physical intimidation or invade a student's space.
- Do not use force as a form of punishment.
- Do not use sarcasm, demeaning or insensitive comments.
- Always try to remain calm and to defuse situations before they escalate.
- Never try to block a student's 'way' or to physically prevent a student from leaving a room or a situation, unless of course they constitute a threat to themselves or others. Calmly advise them that leaving is against your instructions and constitutes defiance.

One-to-One Situations

- Avoid meeting in remote, secluded areas of the school.
- Ensure there is visual access and/or an open door wherever possible.
- Try to ensure that there are other staff around or at least aware of the meeting.
- If you have reason to be concerned about a one-to-one meeting in advance, because of a student's previous behaviour or vulnerability, arrange for a colleague to be present, especially where there is a gender difference.
- Do not pre-arrange meetings with students away from the school premises, except with the approval of the parent and the Head of School and as part of an educational visit.

Curriculum

- Care should be taken that resource materials are appropriate and relate to the planned learning objectives.
- Sensitive issues (e.g. relating to sex, race, religion, gender, disability) should be handled with care, especially where unplanned discussion arises.
- Do not enter into or encourage inappropriate or offensive discussion about sexual activity.
- Remember that parents have the legal right to withdraw children from all or any part of sex education (but not from the biological aspects of human growth and reproduction integral to the science curriculum).
- Do not show visual material which is inappropriate for the age of the student's concerned, taking special care over the use of films.

Photographic and Video Images

It is very good practice at times to record photographic and video images of students, or to allow students to record such images of each other, e.g. to assist teaching and learning.

Because of the potential for images of children to be misused for pornographic or grooming purposes, staff should follow this code:

- Only record images when there is a justifiable need.
- Be clear to students about why the images are being recorded and what will happen to them.
- Ensure that a more senior colleague is aware that you are recording images.
- Ensure that all images recorded are available for scrutiny, in order to screen for acceptability.
- Avoid making images in one to one situations.
- Images of students should not be displayed on websites, in publications or in a public place without the consent of the student and the parent/carer. Parents are consulted to allow them to indicate that they do not wish their child to be photographed. Unless they so indicate, we will deem that it is acceptable to record images for legitimate purposes. Parents of new intakes/new admissions will routinely be asked to give such general consent.
- If a photograph is used, do not name the student, unless you have direct parental consent.
- If a student is named, do not use the photo, unless you have direct parental consent.
- Where the school has decided that images should be retained for further use, they should be securely stored and used only by those authorised to do so.
- No photographs or films of school events/activities should be taken by parents or other parties without consent.

Internet Use

- Staff must follow the school's policy on the use of ICT equipment and the internet (see ICT Security Policies).

Responsibilities

- Staff should report to a senior member of staff any behaviour by colleagues which gives cause for concern in relation to safeguarding the well-being of students. However, if staff do not feel comfortable using internal reporting systems, this should not prevent a report being made. If this issued does occur, then staff are advised to contact the NSPCC Whistle Blowing helpline on 0800 0280285 or email.
- If any incident occurs which may result in an action being misinterpreted and/or an allegation being made against a member of staff, then the relevant information should be recorded promptly and reported to senior staff.
- Staff who are the subject of allegations are advised to contact their professional association.