

## HUNTER HALL SCHOOL

### **CHILD PROTECTION (Safeguarding) POLICY**



Drafted	FAW	11 9 10
Reviewed	AT	19 9 10
Approved	Governors	14 12 10
Reviewed	FAW	27 9 11
Reviewed	FAW	26 9 12
Reviewed	DV	Sept 13
Approved	Governors	Oct 13
Reviewed	DV	Oct 14
Approved	Full Governing board	Nov 2014
Amended	DV / AH	May 2015
Amended	DV / CY / JC	November 2015
Approved	Governing board	November 2015
Amended	DV CY	Sept 2016
Approved	Governing Board	Nov 2016
Amended	DV CY	Sept 2017
Approved	Governing board	Nov 2017
Amended	DV/GG/CY	Sept 2018
Approved	Governing board	Nov 2018
Amended	DV/GG	Sept 2019
Approved	Governing board	Nov 2019

Amended	DV/GG	Sept 2020
Approved	Governing board	

# HUNTER HALL SCHOOL CHILD PROTECTION POLICY

*This policy is part of our Safeguarding procedures at Hunter Hall School. It is written in accordance with Keeping Children Safe in Education (KCSIE Sept 2020) including Working Together to Safeguard Children (Sept 2018/19) and The Prevent Counter Terrorism and Security Act (2015). It also takes into account regulatory requirement regarding Disqualification by Association under the Childcare Act 2006 (Sept 2018), Prevent Duty Guidance (July 2015) and use of Social media for on line radicalisation (July 2015), DFE (2019) teaching online safely in school and DFE Relationships and Sex education 2020*

**Please note: All points in this policy also apply to the EYFS Foundation Stage**

## 1. RATIONALE

- 1.1. Parents and guardians have a right to expect that the School has taken steps to develop such a policy and should feel that all staff understand safeguarding procedures and will be confident in operating them.
- 1.2. The Board of Governors and the Senior Management Team share these expectations. This policy is written in accordance with the Cumbria Safeguarding Children's Partnership (CSCP), formally the LSCB and will operate safeguarding procedures in line with their interagency procedures.
- 1.3. This policy will be communicated to parents on the school's website. A hard copy is also available in the school office.
- 1.3 This policy also has due regard to ISI regulatory advice as written in **'Handbook for the Inspection of Schools, the regulatory requirements' - Part 3 Welfare, Health and Safety of Pupils (Sept 2020)** which in turn is based on the documents stated above.
- 1.4 Agencies including our CSCB which offer consultation and advice on safeguarding matters may become involved in issues over individual children. They have a right to expect that the staff at Hunter Hall will act appropriately and an interagency approach is recognised as being the most beneficial way to safeguarding. Therefore, we will follow procedures as laid down by the CSCB accessing the Early Help referral team and/or 'safeguarding hub' where appropriate.
- 1.5 Just as with other areas concerning the day-to-day running of our School, it is important that Hunter Hall staff share aims, knowledge and expertise and values concerning the protection of children. It is also important that they share a common language about safeguarding matters. Developing and then maintaining an agreed policy helps Hunter Hall staff to be more effective. **It is imperative that staff have clear guidelines about the action to be taken when there is suspicion about child abuse or concern for any particular child** They need to have confidence that our appointed Designated Safeguarding Leads (DSL's) will implement the appropriate procedures and will support their concerns over individual children.
- 1.6 It is our intention to create a clear policy which has the agreement of staff and governors and which is firmly adhered to by management to ensure that children are protected effectively. This policy will be reviewed **annually** as a

minimum and any deficiencies and weaknesses will be remedied without delay. The review will include discussions as to the efficiency of the previous year's procedures and whether improvements need to be made. In the event that the Head or the DSL is concerned during the year about either the contents of this policy or its implementation, the matter will be referred to SMT and then, if necessary to the Board of Governors.

1.7 The Governors Board (including the designated safeguarding governor) will review the policy, its effectiveness and any necessary changes annually, unless earlier changes are urgently required. The Governor responsible for safeguarding will meet with the DSL's termly to discuss any issues relating to safeguarding. A report of this meeting is included in the Head's termly report to the full governor board meetings. Minutes are kept of all safeguarding meetings. Minutes are kept in the head teacher's office in a locked cabinet and an electronic copy is kept on the governor drive on the school network.

**1.8** The school is committed to responding to all incidents and concerns ***without delay.***

## **2. AIM**

Hunter Hall School is committed to safeguarding. It aims to ensure that both adults and pupils live and work in a safe environment where they are respected and listened to. In this environment children will feel confident and be able to approach adults about matters of concern to them. The adults who work in the School will have knowledge of safeguarding matters and be sensitive to the signs of children who are in distress or under stress of some kind. HH School will always work in the best interests for the child and recognise that it is ***everyone's responsibility to ensure safeguarding is of the highest priority and act accordingly and in the best interests of the child.***

## **2. OBJECTIVES**

- 2.1. To ensure the protection of all our pupils from ***all forms*** of abuse and neglect including the threat of or implementation of radicalisation, online abuse, child sexual exploitation and child criminal exploitation.
- 2.2. To encourage open communication and good listening.
- 2.3. To ensure that staff are kept informed about changes in relevant legislation so that they can maintain good professional standards.
- 2.4. To ensure that staff follow internal procedures including updates communicated to them as necessary.
- 2.5. To ensure that pupils and their parents and or guardians are fully aware of the school's child protection policy and procedures.
- 2.6. To work alongside our local CSCB in protecting children.

## **3. METHODS FOR ENSURING THE PROTECTION OF CHILDREN**

- All staff and volunteers have access to a copy of the procedure to be followed when there are safeguarding concerns
- Written procedures for all staff will provide guidance on the keeping of notes and records. It is essential that clear factual notes are kept to assist in discussing a case with appropriate agencies
- Staff who report suspected abuse and other safeguarding concerns will be supported by the Senior Management Team.
- **Mrs Laura Millburn** is the appointed member of the Board of Governors with oversight for child protection issues. She will attend appropriate training as

necessary. Mrs Millburn is a serving police officer and as such has high level training in such matters

- **Mrs Georgina Griffiths (SMT) is the DSL for the Early Years Foundation Stage and The Head teacher Mrs Donna Vinsome is the DSL for the school. Mrs Griffiths will act as the deputy DSL whenever is necessary.**
- In this capacity the DSL's will attend professional development and training that is relevant to child protection issues and inter-agency working every two years. They will be trained to Designated Officer Standard and also attend where possible any informal update meetings arranged by the CSCB.
- **It is the DSL's responsibility to :**
  - *Support* staff members to carry out their safeguarding duties around school including online vigilance when using the ICT room.
  - Ensure that *provision* is made in school for the children to learn how to keep themselves safe including on-line as part of their ICT/PSHE lessons. PSHE lessons will also cover RSE safeguarding topics including the dangers of bullying and sexting (as age appropriate.
  - *Liaise* closely with services such as the Cumbrian CSCB and SENCO in school
  - *Review* safeguarding policies in consultation with the staff and comment on their effectiveness, including on-line safety in school.
  - *Keep up to date* with any changes to safeguarding legislation etc and disseminate to staff.
  - *Ensure* that concerns have been addressed, follow up any delays and press for help, support and solutions.
  - To ensure that all staff are crystal clear as to what they should do if they have, or suspect a safeguarding issue with a child
  - To support and inform staff on making child referrals
  - To make staff aware of the local CSCB processes for early help etc
  - To ensure staff have regular safeguarding training and are aware of knowing what signs to look for of abuse and neglect
  - To make staff aware that safeguarding behaviours can be associated with events outside of school and can occur between children – peer on peer abuse,
- **The Head/Deputy Head will ensure that:**
  - The induction procedure (in line with CSCB advice) for new staff, PGCE students and volunteers will involve guidance on the School's child protection safeguarding policy and they will be shown and expected to read a written copy of HH Child Protection safeguarding policy (including the response to children missing from education) and other relevant documentation including; staff code of conduct and whistleblowing policies, identity of DSL's and a copy of part 1 of KCSIE including Annex A to H (Sept 2020) and pupil behaviour policy. They will also be given a copy of our IT policies and electronic use agreement (which includes social media usage) to read relating to both children and adults.
  - A Safeguarding pack is available for all new staff both permanent and temporary. Induction Safeguarding packs are given to new staff and also temporary staff if they are going to be in school for a significant amount of time.

- New staff will also be given (as part of the school's child protection policy) information on what to do if a child is missing from education.
- Regular refresher training is organised for all staff and regular volunteers both online or face to face updates and training. This will be done in conjunction with guidance from the Cumbrian CSCB. Our DSL's must have refresher training every 2 years.
- Safeguarding is an item on every staff meeting agenda as well as an item at INSET training each term where staff is updated on procedures and changes. The Head is responsible for the upkeep of the CP log which is kept electronically.
- **Safer recruitment** : The School will ensure that all new staff, both full and part-time, regular volunteers who help with school activities/overnight trips, peripatetic music staff, sports and activity coaches, PGCE students and anyone visiting the school regularly, undergo appropriate safer recruitment checks in accordance with the school's 'Staff Appointment Procedures' following the DFE guidelines and the DBS service.

In addition, external venues providing instruction or supervision of pupils on behalf of the school will be required to provide confirmation that their staff has been appropriately vetted.

**Reference should be made to the Procedures for the Appointment of Staff in our safer recruitment policy.**

- **Visiting Speakers** : invited by the school to talk to the children will always be supervised by an appropriate adult and given guidelines as to our CP procedures if appropriate. Suitability checks (including in regard to Prevent procedures) will be taken proportionate to the person visiting and the frequency of their visits.

All visitors to the school site must sign in and be given lanyards as to their identity. Identity documents (original) will be checked if appropriate. Visiting speakers will be accompanied by a member of staff during their visits.

Members of staff involved in organising after-school activities, clubs, residential or overseas excursions will be required to ensure that they adhere to the school guidelines in regard to all child protection and safeguarding policies.

- **Disqualification under the Childcare Act 2006** : as part of our safeguarding procedures and in respect of guidance issued under Disqualification under the childcare act 2006, staff are asked to sign a self-declaration form annually at the start of each academic year AND when they take up employment relating to their own background and any relevant childcare offences that disqualify them from working with children
- **Reporting** : where a person's services are, due to concerns over safeguarding, no longer used at school, the school will report this to the DBS and police where appropriate. The school will also report to the Teachers Regulation Agency (TRA) any person whether employed, contracted, a volunteer or student whose services are no longer used

because he or she is considered unsuitable to work with children. In such circumstances compromise agreements will not be used.

Note in terms of EYFS OFSTED must also be notified on 0300 123 1231 within 14 days of any allegations of serious harm or abuse by any person working at HH (whether these allegations relate to abuse committed on HH premises or elsewhere).

**PLEASE NOTE : As mentioned all points in this policy also apply to the Early Years Foundation Stage EYFS.**

**In addition, from September 2014 the Safeguarding and Welfare Requirements of the Statutory Framework for the Early Years Foundation Stage highlight the below information;**

1. The designated EYFS DSL in the Foundation Stage Unit **is Mrs Georgina Griffiths.**
2. Members of staff are only permitted to take photographs for a pre-determined purpose using a camera or tablet that belongs to the setting and is securely kept there with the permission of the DSL and with the relevant parental consent. No mobile phones are allowed to be used within in the setting
3. The school must and will notify **Ofsted on 0300 123 1231** within 14 days of any allegations of serious harm or abuse by any person working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere) as mentioned above.
4. The school does note the detailed requirements for safeguarding training outlined in EYFS Statutory Framework (Sept 2014) *'Providers must train all staff to understand their safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues. Training made available by the provider must enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way'.*
5. All EYFS staff attend all whole school staff meetings where safeguarding is an item on the agenda. In addition, they also meet as an EYFS group weekly to discuss such matters as needed.

#### 4. Hunter Hall safeguarding procedures

The following flow chart summarises the procedures that members of staff should follow if:

1. they have **a concern** regarding safeguarding
2. they suspect that a child **has** been abused or **is at risk**
3. or if a child **discloses** that they have been abused.

Note: It must be stressed that **any** member of staff may make a referral to external agencies **if** they feel they are ill at ease with the way a concern is being handled. The contact details are:

Cumbria CSCB  
5 Portland Square  
Carlisle  
CA1 1PA  
E mail [CSCB@cumbria.co.uk](mailto:CSCB@cumbria.co.uk)

**An emergency team is always on duty if it is felt that a child is in immediate danger even if it is out of normal working hours.**

**If URGENT : 0333 240 1727 (or 999 if immediate danger)**

**Any contact with the safeguarding hub will require that you complete a single contact form – this can also be found on the CSCB website.**

**Early Help team contact – [early.help@cumbria.co.uk](mailto:early.help@cumbria.co.uk)**

**Early help team contact phone number – 03003 033896**

Please note: Whilst risk of radicalisation is **deemed low** at school staff are aware of the dangers of this threat and the opportunities there are for children to be drawn into acts of terrorism and the threat of radicalisation either face to face or online. In the first instance advice will be sought from the Cumbrian safeguarding board (details above) However if further advice is sought contact:

**[Counter-extremism@education.gsi.gov.uk](mailto:Counter-extremism@education.gsi.gov.uk)**

**STAFF FLOW CHART FOR SCHOOL PROCEDURES WHEN DEALING WITH CONCERNS**

Abuse is obvious / child discloses abuse / teacher/adult suspects abuse or has concern and early help may be useful

Having made reference to "Guidelines for Staff" (Appendix I), member of staff must make note of time, date, observations, what was said and witnesses.

Member of staff must speak, **immediately**, on the same day, to the DSL in the first instance, or in their absence or if not available, to a member of the Senior Management Team.

If a pupil is making an allegation against a member of SMT or the DSL (EYFS), the member of staff must inform the Head immediately (and in her absence, the governor for Child protection Mrs Laura Millburn and the Chair of Governors Mrs N Harling).

If the allegation is made against the Head (DSL) the member of staff must inform the Chair of Governors immediately.

Under no circumstances must the member of staff contact the person against whom the allegation has been made.

DSL (if not Head) must inform immediately, on the same day, the Head

Member of staff must confirm with DSL the person's name, class, address, date of birth and name of parents or guardians as appropriate (available on ISAMS).

Take appropriate notes or discuss notes made for file.

Discuss level of concern and nature of disclosure

DSL will give advice and may depending on circumstances speak to person affected by alleged abuse/safeguarding concern (see appendix 1 and 2)

Depending on level of concern (i.e a child at risk or a child in need) and nature of disclosure the DSL will contact the CSCB, parents, guardians, Social Services or other interagency support such as Police. Contact will be made with the CSCB within 24 hours of the disclosure or suspicion of abuse.

The school will not attempt to investigate such a situation before referral to CSCB. The contact details are:

General advice – Early help – 01228 226898. If urgent -Safeguarding hub – 0333 240 1727

**If a child is in immediate danger contact the police at once - 999**

If the allegation is **against** a member of staff or a fellow pupil, the school will take appropriate steps as are necessary in consultation with the above agencies to ensure the safety of all other members of the school. **Above all early help is essential.**

## Appendix I

### CHILD PROTECTION GUIDELINES FOR STAFF

Procedures to be followed in cases of disclosure of CHILD ABUSE or safeguarding concern

#### IF

- you suspect a pupil of any age may have been subject to neglect or abused physically, emotionally or sexually either on or offline, or is in danger of being radicalised been drawn into child criminal or sexual exploitation (CSE and CCE)
- a pupil discloses abuse by parent, other adult, teacher, fellow pupil(s) (either in person – bullying, sexual harassment or violence or online abuse) or others
- a third party (including that of a child against another child (peer on peer) expresses concerns to you
- have a mental health concern about a child, that could be a safeguarding concern
- or you suspect that something is just 'not quite right' with regard to safeguarding :-

#### YOU SHOULD OBSERVE. RECORD AND REPORT IMMEDIATELY.

**Some or all of the following instructions may apply depending on the nature of the concern you are dealing with:**

- Listen with concentration and an open mind to all that the person is saying.
- Reassure the person that you know it is not his/her fault and say you are sorry about what has happened.
- Respond without showing signs of disquiet, anxiety or shock.
- Enquire casually about how an injury was sustained (if applicable) or why a child appears upset.
- Confidentiality **must not be promised** to children or to adults.
- Observe carefully the behaviour or demeanour of the child or the person expressing concern.
- Record in detail what you have seen and heard immediately following up the disclosure when it is appropriate to do so.
- Do not interrogate or enter into detailed investigation; rather encourage the child to say what he or she wants using open-ended questions. (app 2)

**Remember** : if you suspect that something is not quite right even if there is no 'actual evidence' – changes in behaviour that are very 'out of character' with the child for example, write down your concerns and pass on to the DSL. They can then help make a judgement.

**SEND** : Children who have SEND may be more vulnerable to abuse, from adults as well as their own peer group, as may also children with family members in prison, children who have had experience of homelessness or who have been witness to drugs and alcohol addiction

Early help assessments may be of particular benefit to those children who have experienced any of the above, including those at risk from mental health problems, missed education, in care and those at risk of modern slavery or those been drawn into anti-social and criminal behaviour

(Note : Peer on peer abuse is dealt with in more detail in the school discipline and bullying policies. Regardless of being the perpetrator or victim, they are **both** at risk and need support).

Peer on peer abuse may not be gender specific (ie. Boy on girl or vice versa – sexual violence, harassment, upskirting, online etc, it can also happen with children of the same sex.

The procedures for dealing with peer on peer abuse is the same as that for other forms of abuse including that of sex abuse by children on children (see appendix 2).

Note however that staff should not view or forward illegal images of a child in a case of sexting (also known as youth produced sexual imagery) and upskirting etc. Ask the DSL for further advice.

Please note - there is a **never** a case where peer on peer abuse could be passed off as 'banter' if a child or adult has come to talk with an adult of such a concern it should be followed up and dealt with regard to our safeguarding procedures.

### **REPORT THAT DAY TO:**

The DSL (unless the DSL is the subject of the allegation, in which case report to the Head/Chair of Governors - see flow chart above) or, if none is available, a member of the Senior Management Team. Pass on all notes.

***Information sharing is critical and vital for effective identification, assessment and allocation of appropriate service provision. Options of appropriate service provision will include:***

- *Managing support internally via HH own internal pastoral support mechanisms*
- *An early help assessment*
- *Referral to statutory services (Cumbria CSCB/police) for a child that might be in need, is in need or likely to suffer harm.*

**If early help is appropriate** the DSL's/SENCO (pending the nature of early help needs) will liaise with agencies appropriate and set up interagency assessments as appropriate. If things do not improve then it may be necessary to refer to social services for further assessment

**A child in need** (under the Children's act 1989) is one that is unlikely to achieve or maintain a reasonable level of health or development or whose health and development could be significantly impaired without intervention, or a child who is disabled

Where a statutory assessment is decided upon by social workers staff will be expected to fully co-operate as needed (supported by the DSL).

If things still do not improve for that child then staff are at liberty to further escalate procedures following the Cumbrian CSCB local escalation procedures.

Note there is no obligation to contact parents to ask for permission to refer to statutory agencies.

Staff passing on information should be entirely happy that action is being taken. Early information sharing is critical for effective identification, assessment and allocation of appropriate service provision

## Appendix 2

### RESPONDING to disclosures:

#### Basic Principles:

1. Only ask enough questions to gain essential information
2. Take the allegation seriously and support - do not interrogate.
3. Use open-ended questions:
4. Avoid leading questions. The following questions are there for guidance only – questions obviously need to fit the purpose of the form of abuse:

When?	When did it happen?	√
	Did it happen last night?	X
Where?	Where did it happen?	√
	Did he/she come into your bedroom?	X
Who?	Who did it?	√
	Was it the baby-sitter/Daddy/John?	X
What?	What happened?	√
	Did such and such happen?	X
How?/Why?	Avoid if possible. These questions require a judgement by the child and may also induce self-recrimination	

#### 5 REMEMBER

- a. Keep the questions **open-ended**.
- b. Do not prompt or suggest to obtain the answer you think you want to hear.
- c. Keep notes of initial disclosure on the same working day.

#### On the same day:

- d. Report to the DSL **immediately** any concerns or a disclosure.

## Appendix 3

### SAFEGUARDING FOR ALL STAFF

***This information should be read in conjunction with the Code of Conduct Safeguarding Policy signed by all staff to read and adhere to each year***

To help all staff and volunteers **to protect themselves** from possible allegations of abuse from children and young people, the following points are offered for guidance and advice. The list **is neither formal nor exhaustive** and should take into account the age and stage of development of the children and young people who fall within your care. These notes should be read in conjunction with the code of practice for staff policy.

1. Do not rely on your 'good name' to protect you.
2. Do not for one moment believe 'it could never happen to me'.
3. Do not believe for one moment 'it could never happen here'
4. The use of physical restraint on a child or young person should involve only the absolute minimum force and time necessary and is permissible only when you are certain that they are at imminent risk of endangering themselves, yourself, others or property. Where possible summon a colleague to witness the situation and to give you appropriate help.
5. Any physical contact between a member of staff and a child or young person should be a considered action and used only for the purposes of technical instruction or immediate care.
6. Where possible, avoid being alone with a child or young person. Where circumstances make this unavoidable, ensure that others are within earshot and preferably within vision. Sporting provision , LAMDA coaching and peripatetic music teachers must take particular note of this, sign in when entering school and have fulfilled all safeguarding requirements including annual disqualification forms.
7. Never make salacious, suggestive or demeaning remarks gestures to, or in the presence of children and young people.
8. Do not engage in written or electronic communication with a pupil including: mobile phone texts, chat-rooms, social networking sites, email, photographs, gaming etc. Wherever possible use school cameras to take appropriate images during school trips, sports fixtures etc. All images should be downloaded asap onto the school network and erased from cameras. All photographs are for the use of Hunter Hall only.( Parents sign an agreement that they give permission for photos to be taken for school use). Never have mobile phones on desks or on show in your working environment. Further information on using social media and electronic devices can be found in the Code of Conduct and staff handbook.
9. If you suspect that a child or young person is becoming inappropriately attracted to you then you must share your concerns with the DSL, or another member of the Senior Management Team as appropriate.
10. Never indulge in physical horseplay (e.g. tickling) which the child or young person, or indeed another member of staff, might misinterpret, no matter how innocent or well-intentioned your actions might be.

11. Always respect a child's right to personal privacy.
12. Be aware of areas where you are more vulnerable – one to one teaching should be in a teaching area that is visible. See point 6
13. It is your responsibility to be familiar with the School's policy and procedures for Safeguarding.
14. The school's DSL or any member of the Senior Management Team will always willingly give advice.
15. Remember you are within your rights to take matters further yourself should you feel that your concerns are not being listened to or taken seriously enough. You can ring the CSCB yourself.
16. You can also ring the NSPCC whistleblowing helpline on 0800 028 0285. Or email them at [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

***The schools Whistleblowing policy gives further advice on this matter.***

**The following procedure is used at Hunter Hall for dealing with allegations against staff and volunteers:**

**If concern is raised:**

- We will NOT undertake our own investigation in the first instance. All such allegations will be done in the first instance in conjunction with advice from the CSCB and within one working day of the allegation being made, or the police.
- All allegations should be reported IMMEDIATELY to the Head (or if the Head is the subject of the allegation) the Chair of Governors.
- All discussions with the CSCB or other parties should be documented and communication with the individual concern, the child and parents as appropriate agreed.
- Advice will be sought from the CSCB/police whether suspension should be sought.
- All efforts will be made to maintain confidentiality whilst the investigation is underway, advice on which will be sought from the CSCB/police
- DBS and the Teacher's Regulation Agency may be informed depending on the outcome of the investigation – for example if professional misconduct has been upheld.

***With the above in mind it cannot be stressed too greatly that it is imperative that staff (and volunteers) read and adhere to the code of conduct for all staff working under the umbrella of Hunter Hall School each year.***

***Please note: this policy is also relevant for HH holiday club. All staff in holiday club should have sight and knowledge of this policy and implement it effectively. All staff must undergo SCR checks***

***We do not use a supply agency at Hunter Hall but have a small bank of supply teachers that we have used for a number of years. Any allegations against supply teachers will be handled exactly as would be the case for permanent members of staff and they will be reported to the TRA/ OFSTED/police as appropriate, should that be necessary. It WILL NOT be the case that we will stop using them because we have concerns – we will ALWAYS report any issues to the appropriate body. All staff must undergo SCR checks***

## Appendix 4

### OTHER SCHOOL POLICIES ASSOCIATED WITH SAFEGUARDING CHILDREN

Please also refer to the following school policies and handbooks for further guidance and information regarding; the systems in place within Hunter Hall School to safeguard children.

Policies relating to our Hunter Hall Child Protection Safeguarding policy are:

Staff Code of Conduct Policy  
Behaviour policy  
Whistleblowing policy  
Safer recruitment policy (including cover teachers)  
DBS policy  
Cyber bullying policy  
ICT policy  
Electronic devices communication

A review of these policies takes place **annually**.

References to CP matters are also referenced in:

- Health & Safety Policy, including Fire Evacuation procedures
- First Aid Policy
- Critical Incident Policy
- Anti-Bullying Policy
- Equal Opportunities Policy
- Disability Access Policy
- SEND policy
- Drugs Policy
- RSE Education Policy
- Trips and Visits Policies
  - Attendance and admissions
  
- Parents' Handbook
  
- Staff Handbook

## Appendix 5

### HUNTER HALL SCHOOL CHILD PROTECTION REFERRAL FORMS

#### STRICTLY CONFIDENTIAL Referral Form

*Should be filled in as fully as possible as it will speed up process in the event of a referral being made.*

Full Name of Pupil:

Sex: M/F

Date of birth:

Home Address:

Ethnic Origin:

Family Details:

Mother:

Father:

Other Adults:

Other Children:

Nursery/Schools attended:

Family GP:

Surgery Address:

Phone Number:

Health Visitor:

Clinic Address:

Phone Number:

Other Agencies involved (if known):

Person Contacted:

Phone Number:

Mobile:

Area local Authority:

Phone Number:

***Remember to make your notes as full as possible.***

**CHILD PROTECTION INITIAL DISCLOSURE**

**PRIVATE & CONFIDENTIAL**

Name:

Date:

Time:

Location:

Action Taken: e.g. Consultation / Referral to Nominated Person / Medical Treatment

Details of disclosure, circumstances, injuries and/or general information.

Signature:

Date:

**STRICTLY CONFIDENTIAL**

Pupil's name:

Please indicate or sketch below any visible injuries observed on this pupil:

Description of injuries at time of referral:

Written notification sent to Cumbrian CSCB : YES / NO

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Position: \_\_\_\_\_

## **Appendix 6 (for pupils) – information displayed around school.....**

### **If you have a concern, we will ALWAYS listen.....**

- If you have something important to talk to staff about
- If you are worried about things that are happening to you either in person or on-line
- If you need help or if you need to know how to seek help

### **Who is available:**

*Staff are there to listen and to help - they will try to do what they can. Try talking to :*

Your Class Teacher

Mrs Vinsome – Designated safeguarding lead for school

Mrs Griffiths – Designated safeguarding lead for EYFS

Mrs Fletcher (in charge of pastoral)

Or any other adult in school you feel comfortable enough to talk with.

- If you are worried tell the staff. They will be understanding and above all they may be concerned about your safety and may need to share this with others in order to get you the help you need.
  - If you are still unsure about talking to a member of staff you can phone
    - **ChildLine on 0800 1111.**
- The call is free and will not show up on your phone bill. ChildLine will help you to work out what to do next. Other helplines exist to listen to young people with specific problems and these can be found in your local telephone directory.
- You can also speak to a school inspector directly if our school is being inspected.

(Posters relaying this information are posted around the school) and the content of this appendix is covered within PSHE/Assembly time

## Appendix 7

### ALERTING SIGNS OF CHILD ABUSE (for staff)

***'Remember abuse is some form of maltreatment towards a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused by a family member or in an institutional or community setting, by those who know them or more rarely by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or by another child or children.'***  
**(KCSIE 2020)**

Child abuse has historically fallen into 4 main categories: **Physical, neglect, emotional and sexual.**

Many of the signs to look for overlap with those of other forms of abuse detailed below. However, the signs may be a little more subtle with regard to the age of such young children at Hunter Hall – look out especially for changes in behaviour – unnatural quietness or loudness, lack of tolerance, lack of respect for those in authority etc.

Children may exhibit mental health issues which may manifest itself in any of the four categories described below. All staff should be aware that mental health issues can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Note only trained professionals should attempt to diagnose mental health problems but staff are well placed to observe day to day behaviour and feedback on issues. mental health issues due to traumatic events that have happened in childhood can have long lasting effects into adulthood.

If staff have a mental health concern that they feel may be a safeguarding concern they should act IMMEDIATELY, speak to the DSL who can offer advice or follow up with early help organisations etc.

NOTE : This is not an exhaustive list – ongoing vigilance is paramount as with all forms of abuse. However, the golden rule remains – **if in doubt – respond, seek further advice from the DSL's**

Signs to look out for may include:

#### **Physical**

Unexplained injuries or burns  
Improbable excuses for injuries  
Refusal to discuss injuries  
Untreated injuries/delays in reporting them  
Excessive physicality  
Arms and legs covered in hot weather  
Fear to return home  
Aggression towards others  
Running away

#### **Neglect**

Constant hunger  
Poor hygiene  
Constant tiredness  
Poor state of clothing  
Frequent lateness/unexplained absences  
Untreated medical problems  
Weight loss/hair loss/poor muscle tone

Low self esteem  
Poor peer relations  
stealing

### **Emotional**

Low self esteem  
Continual self-deprecation  
Sudden speech disorder  
Significant decline in concentration  
Extremes of passivity or aggression  
Socio- emotional immaturity  
Neurotic behaviour  
Self-mutilation  
Indiscriminate friendliness

### **Sexual**

Lack of trust in adults/or over familiarity with adults  
Expressing affection in inappropriate ways - eg. French kissing  
Unusual interest in the genitals of adults or children or animals  
Fear of a particular individual – adult or child  
Reluctance to participate in physical activity or to change clothes for activities  
Fear of medical examinations  
Sleep disturbances – bed wetting/ sleeping alone etc  
Fear of bathrooms/showers/closed doors  
Abnormal sexualised drawings or vocabulary  
Urine infections above the norm  
Soiling  
Eating disorder  
Anxiety/depression

Further areas to be aware of where signs of abuse may manifest themselves in any of the four categories include children that may experience :

Child Sexual exploitation (CSE) and Child Criminal Exploitation (CCE) where individuals or groups take advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. Signs that this may be happening may include – unexplained gifts/possessions, older friendships, changes in emotional wellbeing, missing from school

Sexual harassment – telling sexual stories, making lewd comments, sexual remarks about clothing and appearance, brushing against someone deliberately

On-line sexual harassment – non-consensual sharing of images, sexualised online bullying, unwanted sexual comments and messages including on social media

Initiation rituals and hazing type activities from children to children

In addition there is also a threat of extremism and children being drawn into acts of terrorism or subject to radicalisation. Whilst as mentioned the danger of this is deemed low at Hunter Hall, staff need to be aware of the signs to look for as signs of this can manifest themselves in any of the categories mentioned above.

Children missing from education (CME) domestic abuse, caught up in 'gangs' honour based violence, FGM can also manifest themselves in the categories above.

Safeguarding issues can also manifest themselves via peer on peer abuse. This is most likely (but not exclusively) will include : bullying (including cyber bullying), physical abuse such as kicking and hitting, sexual violence and/or harassment, sexting (youth produced sexual imagery YPSE), upskirting as well as initiation/hazing type rituals.

It is important to remember that these abuse lists such as these are ***neither definitive nor exhaustive***. The information has to be used in the ***context*** of the child's whole situation and in combination with a range of other information related to the child and his/her circumstances.

**APPENDIX 8**  
**In the light of 'the Prevent Duty' June 2015**

**At Hunter Hall we recognise that under section 26 of the Counter Terrorism and security Act 2015 we have a duty to have 'Due regard to the need to prevent people from being drawn into terrorism.'**

Whilst it is deemed that HH school is at a low risk from the dangers of pupils and staff being drawn into radicalisation and issues relating to terrorism – we are aware we have a duty to 'prevent' this in line with 'The prevent Duty' 2015.

Staff should always be aware to the dangers and opportunities there are from such threats including those online. Staff are given regular updates on any matters regarding CP issues during staff meetings and INSET training.

We have **a robust ICT policy** to enable us to monitor the safe use of the internet in school and have firewalls in place to restrict internet access to suspicious sites. All ICT lessons are supervised.

Our ethos at Hunter Hall is such that children are taught to respect British values of respect and tolerance for one another both within our school community and further afield. We do this in order to give them the skills and knowledge to play a full, active and healthy part in society  
PSHE lessons actively encourage discussion of topical issues as does assembly, registration time etc.

We pride ourselves on having positive and productive relationships with our parents and work in collaboration with them in educating their children.

However - should a child's 'behaviour' change in such a way at school to warrant further investigation, procedures will be followed as one would follow for other signs of abuse (**see appendix 5**).

As already stated – further advice may also be sort from:

**The local police (or dial 101)**  
**DFE helpline – 020 7340 7264**  
**Counter terrorism website – [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)**  
**The 'Channel' programme.**

If the danger is with regard to a staff member being radicalised, the procedures again will be followed as described in **appendix 3**.

Whilst the danger and occurrence of FGM (female genital mutilation) is extremely low – staff are aware that from October 2015 it is mandatory to **inform the police immediately** should suspicion arise.

Staff should always inform the Head of such matters for her to contact the relevant police body.

## **APPENDIX 9**

### **Child missing from Education**

In due regard to KCSIE Sept 2020 the following applies to a child missing from education for any length of time:

We will inform the LA if we delete a child's name from the attendance register when :

- A child has been taken out of school to be home educated
- When a family moves away without notification and the next school is not known
- When a child has been certified medically unfit to attend school
- When a child has been permanently excluded
- Where a child has joined another school prematurely before completing the final year at HH.

The LA will also be informed if a child has been absent for more than 10 continuous days without good reason (unauthorised absence)

In addition, when a child transfers to another school prematurely from Hunter Hall, the school will be contacted with relevant paperwork and contact made with the person in charge in regard to any safeguarding concerns.

Children missing from education could be an indicator of a range of safeguarding possibilities including sexual abuse or exploitation, child criminal exploitation, mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM and forced marriage.

Therefore, early intervention is VITAL to identify any underlying safeguarding risk and help prevent the risk of a child going missing in the future.

It is our policy at Hunter Hall to hold at least 2 emergency contact numbers for all pupils.

## Appendix 10

### Safeguarding: Useful Contact numbers:

<p><b>Cumbria Local Safe Guarding Children's Board</b>  <b>5 Portland Square</b>  <b>Carlisle</b>  <b>CA1 1PU</b></p>	<p>Emergency Duty team -  0333 240 1727 (URGENT ONLY)</p> <p>Early help team - 03003 033896  Email  <a href="mailto:early.help@cumbria.gov.uk">early.help@cumbria.gov.uk</a></p> <p>General E mail -  <a href="mailto:CSCB@cumbria.gov.uk">CSCB@cumbria.gov.uk</a></p>
<p><b>OFSTED</b>  <b>Piccadilly Gate</b>  <b>Store Street</b>  <b>Manchester</b>  <b>M1 2WD</b></p>	<p>Tel: 0300 123 1231</p>
<p><b>ISI</b>  <b>C A P House</b>  <b>9-12 Long Lane</b>  <b>London</b>  <b>EC1A 9HA</b></p>	<p>Tel: 0207 6000 100</p>
<p><b>DFE dedicated helpline for help and support regarding extremism</b></p>	<p><a href="mailto:counter-extremism@education.gsi.gov.uk">counter-extremism@education.gsi.gov.uk</a></p>
<p><b>Local police for Cumbria</b></p>	<p>Tel: 0300 124 0111  <a href="http://www.cumbria.police.co.uk">www.cumbria.police.co.uk</a></p>

Reviewed by: Deputy: 19.09.10  
Approved by: Governing Body on: 14.12.10  
Reviewed by: Headmaster 27.09.11

Reviewed September 2012 FAW  
Reviewed September 2013 DV  
Approved October 2013 Governors

Reviewed and amended September 2014 (DV) in the light of updated regulations:  
*Keeping Children Safe in Education 2014 (including supplementary advice)*  
*Working Together to Safeguard Children 2013*

Full Governing body approved November 2014

*Amended May 2015 in the light of changes to KCSIE 2015 and Working Together to safeguard Children 2015.*

*Safer working practices – Oct 2015*

Amended November 2015 in the light of 'The Prevent Duty' July 2015 and safer working practices October 2015

Amended September 2016 in the light of KCSIE Sept 2016  
Approved by Governing board November 2016

Checked and amended September 2017  
Approved by governing board November 2017

Reviewed and amended in the light of changes to KCSIE (Sept 2018) and WTTSC (Sept 2018) September 2018

Approved by governing board November 2018

Reviewed and amended in the light of changes to KCSIE (Sept/Oct 2019)  
Approved by governing board November 2019

Changer of CSCB contact details – 8<sup>th</sup> January 2020

Reviewed and amended in the light of changes to KCSIE (sept 2020)  
Approved by the governing board -