

Date of review: September 2022

Next review: September 2023

Responsible person: Assistant Vice Principal and Designated Safeguarding Lead

Safeguarding & Child Protection Policy and Procedure

The staff with lead responsibility for safeguarding within the academy are:

- Mr B. Stevens – Designated Safeguarding Lead
- Mrs C. Metcalfe – Deputy Designated Safeguarding Lead

Effective safeguarding arrangements in every local area should be underpinned by two key principles:

- *safeguarding is everyone's responsibility: for services to be effective each professional and organisation should play their full part; and*
- *a child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.*

Teachers and support staff at The Boulevard Academy have a crucial role to play in shaping the lives of young people. All staff are accountable for the way in which they exercise authority, manage risk, use resources and protect pupils from discrimination and avoidable harm.

Ethos

All children have the right to be safe. This is more likely to happen if the children themselves feel that they have this right. A caring environment in which the self-esteem of the individual is actively promoted by showing respect for his/her/their colour, gender, race, sexual orientation, creed, background or ability is vital for achieving this. A child's sense of his/her/their own value will also be increased by providing an atmosphere in which independence, self-confidence, self-expression and assertiveness are encouraged.

National and Local Guidance

This Child Protection Policy and Procedure should be read in conjunction with the Hull Safeguarding Children Board (HSCB) Guidelines and Procedures (accessible at <http://www.hullscb.proceduresonline.com>).

Everyone who works with children - including teachers, GPs, nurses, midwives, health visitors, early years professionals, youth workers, police, Accident and Emergency staff, paediatricians, voluntary and community workers and social workers - has a responsibility for keeping them safe. (Working Together to Safeguard Children, 2018)

The following national guidance should also be referred to:

- Working Together to Safeguard Children (HM Government 2018)
- Keeping Children Safe in Education (HM Government 2022)
- The Children Act (1989)
- The Children Act (2004).

- Information Sharing: Guidance for practitioners and managers. HM Government (2018)
- What To Do If You're Worried A Child Is Being Abused (DfE:2015)
- Guidance for safer working practice for those working with children and young people in educational settings (2019)
- Sexual violence and sexual harassment between children in schools and colleges (DfE: 2021)

Safeguarding is everyone's responsibility:

For those children who are suffering, or at risk of suffering significant harm, joint working is essential, to safeguard and promote welfare of the child(ren) and – where necessary – to help bring to justice the perpetrators of crimes against children. All agencies and professionals should:

- be alert to potential indicators of abuse or neglect;
- be alert to the risks which individual abusers, or potential abusers, may pose to children;
- share and help to analyse information so that an assessment can be made of the child's needs and circumstances;
- contribute to whatever actions are needed to safeguard and promote the child's welfare;
- take part in regularly reviewing the outcomes for the child against specific plans; and
- work co-operatively with parents and carers unless this is inconsistent with ensuring the child's safety.

Safeguarding and promoting the welfare of children are 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; and
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child Protection

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

Early Help

Children and their families may experience a range of needs at different times in the lives. Therefore, it is important for children to receive the right help at the right time, to address risk and prevent issues escalating. At The Boulevard Academy we aim to identify where early interventions are needed to support families by closely monitoring children and highlighting any emerging issues. If necessary, and with appropriate consent, information is shared or meetings are convened with other professionals to support effective early help assessments.

Children in Need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled.

Significant Harm

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 Local Authority 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 likely to suffer, significant harm.

Definitions of abuse and neglect:

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

Physical abuse

May involve hitting, shaking, throwing, burning, scalding, poisoning, drowning, suffocating or otherwise causing physical harm to a child. It may also occur when a parent or carer feigns symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as Fabricated or Induced Illness (FII)

Emotional Abuse

Emotional abuse is the persistent maltreatment of a child such to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children they are worthless and unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the child's developmental capacity, as well as overprotection and limitation of exploration, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Domestic Abuse

Domestic abuse is 'any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality'. Domestic abuse affects both adults and children in the family. Children and young people can suffer directly and indirectly if they live in a household where there is domestic abuse. It is likely to have a damaging effect on the health and development of children.

Operation Encompass is a Police and Education early intervention safeguarding partnership, which supports children and young people exposed to domestic abuse. Working together to safeguard children, **the academy's safeguarding team is notified via secure transfer** about any domestic abuse incident, where the child or young person has been present or exposed to domestic abuse. Information shared enables the academy to provide appropriate support through overt or silent intervention, dependent upon the needs and wishes of the child.

Child sexual Exploitation

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

Female Genital Mutilation

This is against the law, yet for some communities it is considered a religious act and cultural requirement. Therefore, if it is carried out either within the UK or arrangements are made for the child to go abroad, with the intention of having this procedure, the school have a duty to inform either the police or Children's Social Care. Similarly if staff become aware that this procedure has been carried out, following a direct disclosure for a young person, then there is a legal duty to inform the police, as soon as possible under the Serious Crime Act 2015.

Breast flattening

Often called breast ironing, it's a traditional practice in parts of West Africa, involving the pounding and massaging of a young girl's breasts using hard or heated objects, in order to prevent and stunt breast growth. Currently in the UK, there is no specific law on breast ironing; however, if practiced, in the UK it is classed as assault and child cruelty.

Forced Marriages

A forced marriage is a marriage in which one or both spouses do not (or, in the case of children and some adults at risk, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.

If concerns are brought to the attention of staff at The Boulevard Academy, they will be reported immediately to the appropriate authorities.

Radicalisation and Extremist behaviour

At The Boulevard Academy we assist our children to become more resilient to the messages of violent extremists through creating an environment where all young people learn to understand others, value and appreciate diversity and develop skills to be able to debate. Through the balanced curriculum we offer we will help young people to learn and explore the values of different faiths and cultures. Where a member of staff has concerns regarding radicalism or extremist behaviour, they must inform the Designated Safeguarding Lead or Deputy who will refer the concern to either EHASH or **PREVENT**.

Special Educational Needs and Disability

We are an inclusive school and recognise that SEND children have exactly the same human rights to be safe from abuse and harm as non-SEND children. We actively try to remove any barriers to learning and participation that may disadvantage children. We acknowledge that children with SEND are especially vulnerable to all types of abuse and are statically more likely to be targeted due to difficulties they may face in communicating what is happening to them.

- Staff should fully explore any indicators of possible abuse, and not assume that behaviour, mood or injuries are related to their disability.
- Staff recognise that SEND pupils are more prone to peer group isolation.
- Staff understand SEND pupils may be more susceptible to all forms of bullying and are more likely to be targeted due to difficulties they can face in communicating what has happened to them.

Therefore, we make certain that SEND children are responded to carefully when they have, or show signs of concern, plus ensure they receive additional pastoral support. We feel it is particularly important that all staff are fully informed and adequately trained in order to protect vulnerable groups.

Missing in Education

Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being.

The Academy will follow up all absences reported and non-reported. If no contact can be made, a home visit will be arranged and parents will be invited in to explain the absence. In cases where no contact is made the Academy will report the student as 'Missing in Education' to the Local Authority, Educational Welfare Team for investigation.

Child on child abuse – Allegations against other pupils which are safeguarding issues

The Boulevard Academy believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Though our broad and balanced curriculum, we will educate pupils about keeping themselves safe, and how to build respectful relationships. However, occasionally, allegations may be made against pupils by others, which are of a safeguarding nature. Although research shows that girls are more likely to be victims of **child on child** abuse, staff should remain open minded and acknowledge that this form of abuse can affect any pupil within our academy.

Child on child abuse usually manifests as one, or a combination of the following:

- **Bullying**
If a child is suffering or at risk of significant harm, a bullying incident should be addressed as a child protection concern. Bullying can take different forms, including physical, verbal, cyber, racist, religious, cultural and homophobic bullying.
- **Domestic Abuse**
Teenage relationships abuse involves controlling, coercive, threatening behaviour and violence. It can be psychological, physical, sexual, financial and/or emotional in nature.
- **Child Sexual Exploitation (CSE)**
Defined as an individual or group taking advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity.
- **Harmful sexual behaviour**
Involves a child engaging in discussions or acts that are inappropriate for their age or stage of development, whether online or offline. It includes sexualised language or role play, viewing pornography, sexual harassment and sexual violence. It also includes 'sexting'.
- **Sexual Harassment and sexual violence**
Sexual harassment is unwanted conduct of a sexual nature, which can include sexual comments, sexual "jokes" or taunting, physical behaviour or online sexual harassment.
Sexual violence includes rape, assault by penetration or sexual assault, as defined by the Sexual Offences Act 2003.
Sexual violence and sexual harassment can occur between two children of any age. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable

Reports of **child on child** abuse are likely to be complex and require difficult professional judgements to be made. However, if a pupil has been harmed, is in immediate danger, or is at risk of significant harm, basic safeguarding principle, as outlined in this policy, should be applied.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children and school staff are supported and protected as appropriate.

Procedures for managing allegations of sexual harassment

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviour and provide an environment that may lead to sexual violence. These behaviours should never be tolerated, passed off as 'banter' or part of growing up.

- When a report of sexual harassment is made, a factual record should be made. It is important to take into account the wishes and feeling of the alleged victim.
- The Safeguarding Lead or Deputy should be made aware, and along with Senior Leaders, a decision made on most appropriate course of action, as per the Academy's Anti-Bullying or Behaviour policy.

- Parents of all the children concerned will be contacted and informed of the nature of the incident.
- Pastoral support will be offered to all affected parties.
- Where cases are proven, appropriate sanctions, as outlined in the behaviour policy, will be applied.
- Decisions, reasons for decision, actions and outcomes should be accurately recorded on CPOMS and retained.

Procedures for managing allegations of sexual violence

- When an allegation is made, the Designated Safeguarding Led or Deputy should be informed immediately.
- A factual record must be made, but no attempts should be taken to investigate the circumstances, at this stage.
- If required, the Designated Safeguarding Lead or Deputy will contact EHASH, or in cases where an alleged criminal offence has been committed, Humberside Police. Advice will be sought on how to proceed and the Academy will follow the recommended actions. Advice should also be taken on notifying the alleged perpetrator and parents of both parties.
- The Designated Safeguarding Lead or Deputy will make an accurate record of the concern, the discussions, recommendations and any outcomes. A copy of the record will be retained on CPOMS.
- Pastoral support will be offered to all affected parties.
- It may be appropriate to exclude the pupil being complained about for a period of time, according to our behaviour policy.
- Where EHASH nor the police accept the complaint, a thorough internal investigation should take place into the matter.
- In situations where the Academy considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative supervision plan. This plan should be monitored and a date set for a follow-up evaluation.

As adults, we understand that any form of child abuse is a difficult subject and can be even harder to talk about. However, we too recognise, that due to a number of factors, it can be even more difficult for a child/young person to disclose abuse; thus, telling an adult takes courage.

Any reports or disclosures of harm or abuse will be taken seriously, and necessary time will be given to ensure the child is fully supported. Following any disclosure, staff will provide reassurance that the child/young person has done the right thing, plus explain what will happen next.

Mental health and wellbeing

Our academy plays a key role in helping all pupils build resilience and develop good mental health and wellbeing. We understand that children and young people go through ups and downs during life, but with the right support, nurture and education these difficulties can be overcome. It is acknowledged, that there are occasions when some pupils may face significant life challenges or events, which could have a profound impact on their emotional wellbeing and cause mental ill health. In addition, we are aware that mental health problems can sometimes be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

We fully understand that only medical professionals can make a formal diagnosis of a mental health condition, but staff must still remain vigilant to any warning signs, which indicates a pupil is experiencing mental health, or emotional wellbeing issues. Any signs should always be taken seriously, and concerns reported via CPOMS to either the Designated Safeguarding Lead, Deputy or Wellbeing Coordinator in a swift and timely manner, in order to determine the necessary course of supportive action, which may include referrals to specialist services. If staff fear that the pupil is in danger of immediate harm, the Designated Safeguarding Lead or Deputy must be informed immediately.

Possible warning signs include:

- *Becoming socially withdrawn*
- *Changes in mood, behaviour or activity*
- *Physical signs of harm that are repeated or appear non-accidental*
- *Talking or joking about self-harm or suicide*
- *Expressing feelings of failure, uselessness or loss of hope*
- *Repeated physical pain or sickness with no evidence*
- *Changes in eating or sleeping habits*

An increase in lateness or absenteeism

Staff awareness

Staff will be made aware of The Boulevard Academy's Policy and Procedure:

1. As part of their induction
2. During regular staff safeguarding briefings and training sessions
3. During level one staff training on a three yearly basis

They will be made aware of who the Academy's Designated Safeguarding Lead and Deputy are and who is available for reporting to.

What to do if you have concerns about a child

You may have concerns about a child because of something you have seen or heard, or a child may choose to disclose something to you. If a child discloses information to you:

- Do not promise confidentiality, you have a duty to share this information and refer to the Designated safeguarding lead or Deputy for follow-up.
- Listen to what is being said, without displaying shock or disbelief.
- Accept what is said.
- Reassure the child, but only as far as is honest, don't make promises you may not be able to keep e.g. *'Everything will be alright now'*, *'You'll never have to see that person again'*.
- Do reassure and alleviate guilt, if the child refers to it. For example, you could say, *'You're not to blame'*.
- Do not interrogate the child; it is not your responsibility to investigate.
- Do not ask leading questions (e.g. *Did he touch your private parts?*), ask open questions such as *'Anything else to tell me?'*
- Do not ask the child to repeat the information for another member of staff.
- Explain what you have to do next and who you have to talk to.

- Take notes if possible or write up your conversation as soon as possible afterwards.
- Record the date, time, place any non-verbal behaviour and the words used by the child (do not paraphrase).
- Record statements and observable things rather than interpretations or assumptions.

Whatever the nature of your concerns, discuss them with the Designated Safeguarding Lead or Deputy in the first instance. Then, record it as an incident on CPOMS as soon as possible, but no later than 12 hours of the disclosure has been made or the concern has been noticed.

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 EHASH Team. This should only be done where such discussion and agreement seeking will not place the child at an increased risk of significant harm.

It should be noted that parents, carers or 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.

In cases where an allegation has been made against a family member living in the same household as the child and it is your view that discussing the matter with the parent would place the child at risk of harm, or where discussing it may place a member of staff / volunteer at risk, consent does not have to be sought prior to the referral being made.

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 EHASH.

What information will you need when making a referral? :

You will be asked to provide as much information as possible. Such as the child's full name, date of birth, address, school, GP, languages spoken, any disabilities the child may have, details of the parents. Do not be concerned if you do not have all these details, you should still make the call.

You should follow up the verbal referral in writing, within 48hrs. This should be done on the Hull City Council Children's Social Care Services website.

Commitment to safeguarding

The Boulevard Academy is committed to the safeguarding of children and young people and will work closely with other professionals to ensure that children are kept safe and prevented from suffering significant harm. This includes attending and contributing to Child Protection Conferences, Core group meetings, Child Concern meetings and Looked After Children reviews alongside contributing to the development of Personal Education plans along with other colleagues

Visitors requiring one to one meetings with children will be asked for sight of their DBS. If this is not possible, the only acceptable alternative is to request the visitor provide their DBS

number, full name as per the certificate and date of birth, in order for relevant checks to take place. Academy guidelines are to be followed and staff will accompany them during the visit.

Police visits – Parents/Carers are to be contacted in the first instance in order to give them the opportunity to be present or reschedule and for the meeting to take place at the home, for example.

Staff can be requested to support the meeting on their behalf.

Allegations involving a member of staff / volunteer:

The Boulevard Academy is committed to having effective recruitment and human resources procedures, including checking all staff and volunteers to make sure they are safe to work with children and young people. Key staff involved in recruitment processes will undertake appropriate Safer Recruitment Training.

However, there may still be occasions when there is an allegation against a member of staff or volunteer. Allegations against those who work with children, whether in a paid or unpaid capacity, cover a wide range of circumstances

All allegations of abuse of children by those who work with children or care for them must be taken seriously. Each agency is required to have a Named Senior Officer who will receive all reports of allegations. Our Designated Safeguarding Senior Officer is **Assistant Vice Principal Ben Stevens**. In his absence, the Academy **Principal Janice Mitchell** will receive allegations. **Both will decide on the next steps that need to be taken.**

In the case that the concern or allegation relates to the Principal **or the DSL**, the Chair of Trustees should be contacted. The Chair of Trustees will report the matter to the LADO.

The following procedure should be applied in all situations where it is alleged that a person who works with children has:

- Behaved in a way which has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- **Behaved towards a child in a way that indicates they may pose a risk of harm to children.**
- **Behaved in a way that indicates they may not be suitable to work with children, including behaviour that has happened outside of school.**

The allegations may relate to the persons behaviour at work, at home or in another setting.

**** All serious allegations should be notified to the Local Authority Designated Officer (LADO) Jaquie Edhouse, within one working day. ** (call (01482) 616112 (direct) or 790933 (ICRO admin team))**

The **Academy Principal and DSL , or in his absence the Deputy** should receive reports in relation to allegations against those within the organisation. A senior member of the Human Resources section for the Academy must also be consulted. The LADO will discuss the matter with **the Academy Principal or the DSL** to determine what steps should be taken and where necessary obtain further details of the allegation and the circumstances in which it was made. The discussion should also consider whether there is evidence/information that establishes that the allegation is false or unfounded, whether a referral to the Children's Social Care Services is required and/or whether disciplinary action is appropriate. Some allegations will be so serious as to require immediate referral to the Children's Social Care Services and the Police, but common sense and judgement must be applied in reaching a decision about what action to take.

If the allegation is not patently false and there is cause to suspect that a child is suffering or is likely to suffer significant harm, the LADO will immediately refer the matter to the Children's Social Care Services and ask for a Strategy Discussion/Meeting to be convened straight away. Where the safety of other children is in question as a result of the allegation, consideration should be given to informing Hull City Council Children's Social Care Services and / or the police.

Some allegations may be less serious and at first sight might not seem to warrant consideration of a police investigation or enquiries by Children's Social Care Services. However, it is important to ensure that even apparently less serious allegations are followed up and examined objectively by someone independent of the organisation. Consequently, the LADO should be informed of all allegations that come to the employer's attention and appear to come within the scope of this procedure so that **the DSL or deputy** can consult Police and social care colleagues as appropriate.

Where a referral is made directly to Children's Social Care Services, they will consult with the Local Authority Designated Officer (LADO), the Police and the Academy Principal.

Where such allegations are made, consideration must be given to the following three strands:

1. The police investigation of a possible criminal offence
2. Enquiries and assessment by Children's Social Care Services as to whether the child is in need of protection or in need of services
3. Consideration by an employer of disciplinary action in respect of the individual

In addition, such allegations may give rise to complaints of poor practice, which should be considered in line with the agencies complaints or disciplinary procedures.

NB 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.

Disclosure & Barring Service

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

Low Level Concerns

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

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

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

Low-level concerns are differentiated from concerns that can cause harm. The harms threshold is the point at which a concern is no longer low-level and constitutes a threat of harm to a child. This threshold is defined as accusations that an adult has:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against, or related to, a child.
- Behaved towards a child in a way that indicates they may pose a risk of harm to children.
- Behaved in a way that indicates they may not be suitable to work with children, including behaviour that has happened outside of school.

While low-level concerns are, by their nature, less serious than concerns which meet the harms threshold, the school understands that many serious safeguarding concerns, e.g. child sexual abuse, often begin with low-level concerns, e.g. being overly friendly with children. All concerns need to be reported to the Head of School.

Low-level concerns should be reported to **The Academy Principal and DSL , or in his absence the Deputy**. Concerns about the Principal should be reported to the Chair of Trustees. Concerns about the DSL or deputy should be reported to the Principal.

Staff Induction

When new staff join our academy they will be informed of the safeguarding arrangements in place. They will be given a copy of the school's Child Protection Policy, Keeping Children Safe in Education (Part 1 & Annex A) and are introduced to the Designated Safeguarding Lead and Deputy

New staff induction will include 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.

Training

Staff training is not only crucial in protecting children and young people, but also makes them aware of how they can protect themselves against allegations.

The DSL and Deputy undertake specific inter-agency training on appointment which enables them to work in partnership with other agencies, and gives them the knowledge and skills needed to fulfil their role. In order to maintain their knowledge and skills the DSL and Deputy Coordinator undertake refresher training at two yearly intervals, as well as other specific training regular to the role.

All staff have Level 1 Safeguarding training that equips them to recognise and respond to child welfare concerns. The school maintains a record of safeguarding training of all staff. Every staff member undertakes appropriate refresher training every three years.

Whistle Blowing

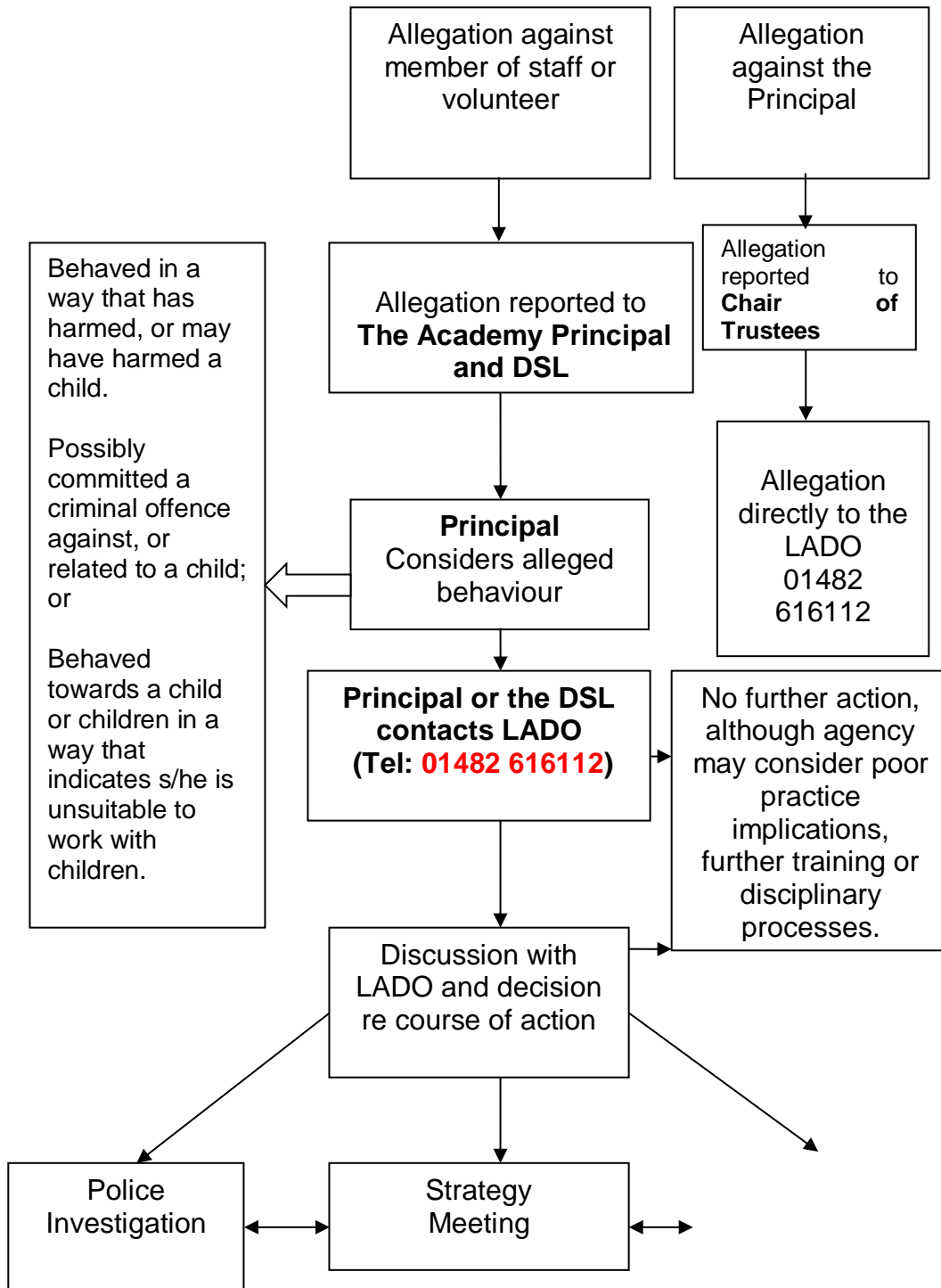
Staff or volunteers must report to a senior member of staff any behaviour or practice by a colleague which gives cause for concern in relation to safeguarding the well-being of pupils. However, if staff do not feel comfortable using internal reporting systems this should not prevent a report being made. If this issue does occur then staff are advised to contact the NSPCC Whistle Blowing helpline tel: 0800 028 0285 or email: help@nspcc.org.uk

Reviewing the Policy and Procedure

The Boulevard Academy policy and procedure will be reviewed every year, this will include checking telephone numbers, accuracy of personnel details, and any updates required by a change in local or national policy. This policy should also be read in conjunction with the following policies in The Boulevard Academy:

- Anti-Bullying policy
- Preventing Extremism and Radicalisation Policy
- Online Safety Policy
- Allegations Against Staff policy
- Behaviour management
- Physical Intervention
- Whistle blowing policy

Appendix 1 Procedure flowchart



Assessment by Children’s Services e.g. s47 Child Protection Enquiry

LADO tracks progress, monitors outcomes and reports to LSCB and DfE

Appendix 2 Glossary of terms

Child – a young person under the age of 18 yrs

Child Protection Enquiry - A Child Protection Enquiry (usually referred to as a Section 47 Enquiry) is required if there are reasonable grounds to suspect that a child is suffering or is likely to suffer significant harm.

LADO – Local Authority Designated Officer - The Local Authority must appoint a Designated Officer (LADO) whose responsibility it is to be involved in the management and oversight of individual cases which fall within this procedure, providing advice and guidance to employers and voluntary organisations, liaising with the Police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistently, and with a thorough and fair process.

Named Senior Officer – agencies should appoint a Named Senior Officer to have overall responsibility for ensuring that their agency operates procedures for dealing with allegations against those who work with children in accordance with the guidance set out in Keeping Children Safe in Education, 2022 resolving inter agency issues and liaising with the Hull City Council Safeguarding Children Board / LADO on the subject.

Hull City Council Safeguarding Children Board - Safeguarding and promoting the welfare of children requires effective coordination in every local area. For this reason, the Children Act 2004 requires each local authority to establish a Local Safeguarding Children Board. The Board must coordinate what is done by each person or body represented on the Board for the purpose of safeguarding and promoting the welfare of children in the area of the authority and ensure the effectiveness of what is done by each person or body for that purpose.

Appendix 3: Useful Contacts

Hull

Children’s Social Care (Local Authority)

Early Help & Safeguarding Hub (EHASH)	(01482) 448879
Emergency Duty Team	(01482) 300304
Local Authority Designated Officer	(01482) 616112
Police Public Protection Unit	101
Hull Safeguarding Children Board	(01482) 379090
www.hullsafeguardingchildren.org	

East Riding of Yorkshire

Children’s Social Care (Local Authority)

The Golden number	(01482) 395500
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Children's Services	(01482) 396840
Emergency Duty Team	(01482) 880826
<u>East Riding Safeguarding Children Board</u>	(01482)396998/9

<u>Local Authority Designated Officer</u>	01482 616112
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<u>Police Public Protection Team</u>	101
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Appendix 4: Preparing to Discuss Concerns about a Child with Children's Social Care

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

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

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

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

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

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

Questions Children's Social Care may ask at Initial Contact

- Agency (i.e. school, etc) address and contact details of referrer;

- Has consent to make the referral been gained? Information regarding parents' knowledge and views on the referral;
- Where consent has not been sought to make a referral you will be asked to explain what informed your decision making;
- Full names, dates of birth and gender of children;
- Family address and, where relevant, school/nursery attended;
- Previous addresses;
- Identity of those with **Parental Responsibility**;
- Names and dates of birth of all members of the household;
- Ethnicity, first language and religion of children and parents;
- Any special needs of the children or of the parents and carers;
- Any significant recent or past events;
- Cause for concern including details of allegations, their sources, timing and location;
- The child's current location and emotional and physical condition;
- Whether the child needs immediate protection;
- Details of any alleged perpetrator (name, date of birth, address, contact with other children);
- Referrer's relationship with and knowledge of the child and his or her family;
- Known involvement of other agencies;
- Details of any significant others;
- Gain consent for further information sharing / seeking;
- The referrer should be asked specifically if they hold any information about difficulties being experienced by the family/household due to domestic violence, mental illness, substance misuse and/or learning difficulties.