

# **Oldfleet Primary School**



## **Child Protection and Safeguarding Policy**

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Review Date	February 2019

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This child protection policy was written: February 2018

Review date: February 2019

Other related school policies that support this Child Protection Policy include E-Safety, Whistle Blowing, Induction, Anti Bullying, PSHE, SRE, Behaviour, Physical Intervention, Health & Safety, Attendance and SEN.  
Other related documents: Keeping children safe in education 2016

Oldfleet Primary School has a responsibility to protect and safeguard the welfare of children and young people they come into contact with. The need for guidelines and procedures is important to ensure that this is done with understanding and clarity.

**The person with lead responsibility for safeguarding within the organisation is: Mrs Vicky Mounsor**

**The lead for safeguarding has completed additional training to fulfil this role:**

**18.1.12 Safeguarding Thresholds Training**

**16.5.12 Exploring the Impact of Child Sexual Abuse**

**29/30.5.12 Identifying Harmful Sexual Behaviour in Pre-pubescent Children**

**13.12.12 Exploring the Impact of Neglect**

**9.9.13 Domestic Abuse Awareness (Part 1)**

**26.9.13 The Strengthening Families Approach to Child Protection Conferences**

**15.10.13 Domestic Abuse and Children's Needs**

**29.11.13 Train the Trainer refresher for Level 1 Safeguarding Training**

**5.1.14 LAC Training**

**9.5.14 CSE conference**

**1.9.14 Teamteach**

**30.9.14 Early Help Workshop**

**16.12.14 Prevent Training**

**4.2.15 HSCB Safeguarding Audit conference (section 11)**

**5.11.15 Online Prevent Training**

**21.1.16 Case Conference Training**

**9.6.16 Prevent Training**

**15.6.16 Safer Recruitment**

**2.2.17 Safeguarding Children Online**

**March 2017 LAC Conference**

**April 2017 Level 1 Safeguarding**

**28.9.17 Engaging Father's**

## **26.10.17 Learning Lessons from Serious Case Reviews**

## **7.11.17 Becoming Culturally Competent**

## **22.11.17 Neglect Toolkit Briefing**

## **19.1.18 Threshold consultation**

## **2.2.18 Impact Child Sexual Abuse**

All staff and volunteers are made aware of this policy and the process for reporting concerns. All new staff and volunteers meet with the Head teacher, Mr Andy Conlon to discuss arrangements so they are clear on what to do before entering the classroom. If Mr Conlon is not available, Mrs Mounsor will ensure this meeting takes place (see section 17). The Deputy Child Protection Coordinator is Andy Conlon.

## **Contents**

1. Statement of Intent
2. Safeguarding and promoting the welfare of children
3. Child protection
4. Early Help
5. Operation Encompass
6. Children
7. Definitions of harm
  - Abuse
  - Physical abuse
  - Emotional abuse
  - Sexual abuse
  - Neglect
  - Young carers
8. Recognition of harm
  - Young carers
  - Peer on Peer Abuse
  - Child Missing From Education
  - Radicalisation and Extremism

- Child Sexual Exploitation
  - Female Genital Mutilation
  - Honour Based Violence
9. Acting on concerns
    - Seeking Medical Attention
    - Managing a disclosure
  10. Referring concerns about a child
    - Consent
    - Preparing to Discuss Concerns about a Child with Children's Social Care
    - Questions Children's Social Care may ask at Initial Contact
    - The HSCB [Confirmation of Referral Proforma](#) (see appendix 3 at the end of this document)
    - Expectation of feedback
  11. Allegations against staff members / volunteers
  12. Recruitment and selection
  13. The Role Of the Governing Body
  14. The Role of the Child Protection Coordinator
  15. Seeking Medical Attention
  16. Staff and Volunteer Self Protection
  17. Code of Practice
    - Mobile Phones and cameras
  18. Induction
  19. Training
  20. Contacts
    - Hull
    - East Riding of Yorkshire
  21. Appendix 1 - Seven Golden rules of information sharing
  22. Appendix 2 – Consideration when contacting another agency
  23. Further information
  24. Appendix 1 - Seven Golden rules of information sharing
  25. Appendix 2 – Consideration when contacting another agency
  26. Appendix 3 – Confirmation of Referral proforma
  27. Further information



## **1. Statement of Intent**

Oldfleet Primary School recognises that protecting and safeguarding children and young people is 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 services. The voluntary sector and other agencies also have an important role in protecting and safeguarding children.

Oldfleet Primary school has a responsibility to protect and safeguard the welfare of children and young people they come into contact with. The need for guidelines and procedures is important to ensure that this is done with understanding and clarity.

Oldfleet Primary School adheres to the DfE guidance 'Keeping Children Safe 2016' document, detailing the legal requirements for 'Childcare Disqualification' checks to be carried out on relevant staff and volunteers working with children. Oldfleet Primary School will not continue to employ an individual who is disqualified, including 'by association', in connection with early or later years childcare provision, nor will a disqualified individual provide or be directly concerned in the management of such provision unless they have received a waiver from Ofsted which covers the role that they wish to undertake. However, this does not imply that individuals are prevented from working in a school in any other setting.

Oldfleet Primary School will aim to protect and safeguard children and young people by;

- Ensuring that all staff / volunteers are carefully selected, trained, supervised and have had all relevant checks.
- Having a Child Protection Policy and Procedure and regularly reviewing and updating this in line with national and local policy developments. This will be reviewed annually and approved by Governing Body.

- Ensuring that all staff and volunteers are familiar with the Child Protection Policy and Procedure. New staff will receive the information on induction and existing staff will receive training at least every year.
- Ensuring that staff / volunteers attend appropriate Local Safeguarding Children Board (LSCB) Child Protection Training. The Safeguarding Officer will provide introduction training to all staff.
- Ensuring that Oldfleet Primary School has a designated Child Protection Co-ordinator and that all 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.
- Letting parents, carers, children and young people know how to report concerns about a child, young person, staff member or volunteer or complain about anything that they are not happy about. This is achieved via complaints procedure for parents and staff handbook and training for staff and through consultation with the Emotional Literacy Leader for pupils.

## **2. Safeguarding and promoting the welfare of children**

Defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best life chances.

## **3. Child protection**

This is a 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.

## **4. Early Help**

Also at Oldfleet Primary School we aim to identify where early interventions are needed to support families in need by closely monitoring children and



highlighting any emerging problems. Staff are trained to identify vulnerable learners and to understand the difference between concerns, immediate danger and significant harm. If necessary, and with appropriate consent, information is shared or meetings are convened with other professionals to support effective early help assessments.

## **5. Operation Encompass**

Operation Encompass is a partnership between the Police and designated school staff, known as Key Adults. Working together to safeguard children, the Police will inform the Key Adults within schools, about any incident where the child or young person has been present or exposed to domestic abuse.

The information shared with the school's trained Key Adult allows the provision of immediate early intervention through overt or silent support, dependent upon the needs and wishes of the child.

*(‘In every Force, in every school, for every child Background’, Information 2017)*

## **6. Children**

A child is anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.

## **7. Definitions of harm**

### **Abuse**

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

### **Physical abuse**

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

### **Emotional abuse**

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### **Sexual abuse**

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

### **Neglect**

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

This is not an exhaustive list and it must be recognised that it is not the role of staff / volunteers to make an assessment of whether children or young people have suffered harm. Staff / volunteers / child protection co-ordinator do have a duty to report any concerns about harm in accordance with the Local Safeguarding Children Board, Guidelines and Procedures.

## **8. Recognition of harm**

The harm or possible harm of a child may come to your attention in a number of possible ways and needs to be identified as quickly as possible;

- Information given by the child, his/ her friends, a family member or close associate.
- The child's behaviour may become different from the usual, be significantly different from the behaviour of their peers, be bizarre or unusual or may involve 'acting out' a harmful situation in play.
- An injury which arouses suspicion because;
  - It does not make sense when compared with the explanation given.
  - The explanations differ depending on who is giving them (e.g., differing explanations from the parent / carer and child).
  - The child appears anxious and evasive when asked about the injury.

- Suspicion being raised when a number of factors occur over time, for example, the child fails to progress and thrive in contrast to his/her peers.
- Contact with individuals who pose a 'risk to children' relates to an individual that that has been identified as presenting a risk or potential risk of 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 (Sexual Offences Act 2003), or someone who has been identified as continuing to present a risk to children.
- The parent's behaviour before the birth of a child may indicate the likelihood of significant harm to an unborn child, for example substance misuse, or, previous children removed from their carers.

### **Young carers**

Children and young people under 18 who provide or intend to provide care assistance or support to another family member are called young carers. They carry out on a regular basis, significant or substantial caring tasks and assume a level of responsibility, which would usually be associated with an adult. The person receiving care is often a parent but can be a sibling, grandparent or other relative who is disabled, has some chronic illness, mental health problem or other condition connected with a need for care support or supervision. Young carers can be particularly vulnerable.

### **Peer on Peer Abuse**

#### **Allegations against other pupils which are safeguarding issues**

Oldfleet Primary School believes that abuse is abuse and it will never be tolerated, dismissed or minimised.

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 peer on peer abuse, staff should remain open minded and acknowledge that this form of abuse can affect any pupil within our school.

Peer on peers 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**  
Relationship 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**  
This is unwanted conduct of a sexual nature, which can include sexual comments, sexual "jokes" or taunting, physical behaviour or online sexual harassment.
- **Sexual Violence**  
This includes rape, assault by penetration or sexual assault, as defined by the Sexual Offences Act 2003.

Reports of peer on peer 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.

### **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 Designated Safeguarding Lead 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 and retained on the pupil file.

#### **Procedures for managing allegations of sexual violence**

- When an allegation is made, the Designated Safeguarding Lead 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 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 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 will make an accurate record of the concern, the discussions, recommendations and any outcomes. A copy of the record will be retained on the pupil's files.
- 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 school 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.

At Oldfleet Primary 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 form of peer abuse, and the mechanisms for responding and reporting incidents.

Though our broad and balanced curriculum, we will educate pupils about keeping themselves safe, and how to build respectful relationships.

Further DfE guidance on managing Sexual violence and sexual harassment between children in schools and college can be found at:

**Sexual violence and sexual harassment between children in ... - Gov.uk**

## **SEND**

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

We actively try to remove any barriers to learning and participation that may disadvantage children. We acknowledge that children with SEND are especially vulnerable to all types of abuse and are statically more likely to be targeted due to difficulties they may face in communicating what is happening to them.

Therefore, we ensure that SEND children are responded to carefully when they have, or show signs of concern.

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

## **Child Missing From 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. At Oldfleet Primary School we will encourage the full attendance of all our

pupils. Where we have concerns that a child is missing from education we will follow the local authority protocols and refer to the Education Welfare Service, CME Officer who will make reasonable efforts to identify the child's whereabouts.

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

### **Radicalisation and Extremism**

At Oldfleet 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 learn and explore the values of different faiths in cultures. However, should any concerns of radicalised or extremist behaviours be brought to the school's attention, it will be dealt with in accordance with the school's safeguarding procedures, and advice will be sought from either Access and Assessment Team or Humberside Police. Any referrals to Channel process should be emailed to: [prevent@humberside.pnn.police.uk](mailto:prevent@humberside.pnn.police.uk).

### **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.

The presence of any significant indicator for sexual exploitation should trigger a referral to Children's Social Care EHaSH.

#### **Significant indicators:**

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)



- Entering and/or leaving a vehicle driven by an unknown adult
- Possessing unexplained amounts of money, expensive clothes, or other items
- Frequenting areas known for risky activities
- Being groomed or abused via the internet and mobile technology and,
- Having unexplained contact with hotels, taxi companies, and fast food outlets

**Refer to HSCB guidance for practitioners**

### **Female Genital Mutilation**

Staff at Oldfleet Primary School needs to be alert to the possibility of a girl being at risk of Female Genital Mutilation (FGM), or already having suffered FGM. 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.

If staff have a concern they should report this to the Child Protection Coordinator in the school who will activate local safeguarding procedures, using existing protocols for multi-agency liaison with police and children's social care. Where a member of staff discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

### **Honour Based Violence**

Honour Based Violence 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 Oldfleet Primary School we take HBV crime very seriously and deal with cases sensitively and confidentially. To this end we work collaboratively with external agencies to keep children and young people safe from harm.

## **9. Acting on concerns**

No professional should assume that someone else will pass on information which they think may be critical to keeping a child safe. If a professional has concerns about a child's welfare and believes they are suffering or likely to suffer harm, then they should share the information with local authority children's social care. (Working Together 2015) (For more information about information sharing and effective communication see appendices 1 and 2)

### **Seeking Medical Attention**

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

If Emergency medical attention is required then this should be sought immediately by phoning for an ambulance. You should then follow the procedures for referring a child protection concern to Local Authority Children's Social Care.

### **Managing a disclosure**

- Listen to what the child has to say with an open mind.
- Do not ask probing or leading questions designed to get the child to reveal more.
- Never stop a child who is freely recalling significant events.
- Make note of the discussion, taking care to record the timing, setting and people present, as well as what was said.
- Do not ask children to write a statement.
- Never promise the child that what they have told you can be kept secret. Explain that you have responsibility to report what the child has said to someone else.
- The designated lead for child protection within your organisation must be informed immediately.

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

The designated safeguarding lead will act on behalf of Oldfleet Primary School in referring concerns or allegations of harm to Local Authority EH&SH or the Police Public Protection Unit. However any member of staff can make a referral if they feel this is necessary.

If the designated safeguarding lead is in any doubt about making a referral it is important to note that advice can be sought from Local Authority EHaSH. The name of the child and family should be kept confidential at this stage and will be requested if the enquiry proceeds to a referral.

It is not the role of the designated safeguarding lead to undertake an investigation into the concerns or allegation of harm.

It is the role of the designated safeguarding lead to collate and clarify details of the concern or allegation and to provide this information to the Local Authority EHaSH, or Locality Team if Children's Social Care is already involved, whose duty it is to make enquiries in accordance with Section 47 of the Children Act 1989.

### **Consent**

Professional's should seek to discuss any concerns with the family (including the child where appropriate) and where possible seek their agreement to making referrals to the Local Authority EHaSH. This should only be done where such discussion and agreement seeking will not place the child at an increased risk of significant harm.

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

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 the relevant Local Authority Family Resource Team.

### **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.

### **The HSCB Confirmation of Referral Proforma**

All telephone referrals made by professionals should be followed, within 48 hours by a written referral giving specific and detailed information. The attached EHASH proforma can be used for this purpose.

The email address is EHASHgc@hullcc.gcsx.gov.uk for all secure correspondence and then EHASH@hullcc.gov.uk for all non-confidential matters. If you do not have a secure email system it should be faxed to 01482 444145

The referral form is found at:

Contact and Referral Form

## **Expectation of feedback**

EHaSH should acknowledge a **written referral within one working day** of receiving it. If the referrer has not received an acknowledgement within **3 working days**, they should contact EHaSH again.

## **11. Allegations against staff members / volunteers**

Any member of staff or volunteer who has concerns about the behaviour or conduct of another individual working with in the group or organisation will report the nature of the allegation or concern to the Headteacher immediately. The member of staff who has a concern or to whom an allegation or concern is reported should not question the child or investigate the matter further.

The Headteacher will report the matter to the Local Authority Designated Officer (LADO).

In the case that the concern or allegation relates to the Headteacher the member of staff will report their concerns to the Lead Safeguarding Officer in the first instance. The Chair of Governors will then be contacted by the Lead Safeguarding Officer. The Chair of Governors will report the matter to the LADO.

In cases where there is an immediate risk to any child or young person, the information must be passed to Local Authority EHaSH 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**

**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 Local Authority Designated Officer directly.

**N.B. Children/young people must not be asked to produce or sign any statement. This could undermine any potential investigation.**

Oldfleet Primary School adheres to the Department for Education Keeping Children Safe in Education, 2016.

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.

## **12. Recruitment and selection**

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

(see Oldfleet Recruitment Policy)

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

<https://www.gov.uk/government/organisations/disclosure-and-barring-service/about>



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 Oldfleet Primary School knowingly employs someone who is barred to work with those groups they will also be breaking the law. If there is an incident where a member of staff or volunteer has to be dismissed because they have harmed a child or vulnerable adult, or would have been if they had not left, Oldfleet Primary School will notify the DBS.

### **13. Role of the Governing Body**

The Designated Child Protection Governor at Oldfleet Primary is Charleigh McCracken however the whole Governing Body will ensure the school:

- a. Has a child protection policy and procedures in place which is in accordance with LA guidance and locally agreed inter-agency procedures and available to all school personnel and parents on request
- b. Operates safe recruitment procedures by making sure all appropriate checks are carried out on new staff, volunteers and parents who work with children
- c. Keeps and maintains a Single Central Record of all staff checks (including students on placement, and supply staff)
- d. Has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance issued by the DfE and Hull Safeguarding Children Board
- e. Has a member of the Governing Body (usually Chair) the responsibility for liaising with the LA and partner agencies in the event of an allegation of abuse being made against the Head
- f. The Governing Body will review all policies and procedures in relation to safeguarding on an annual basis.

### **14. The Role of the Child Protection Co-ordinator**

Where there are concerns about the welfare of any child or young person all staff / volunteers have a duty to share those concerns with the designated Child Protection Co-ordinator.

**The Child Protection Co-ordinator is responsible for:**

- Monitoring and recording concerns about the well being of a child or young person.
- Making referral to the Local Authority Children's Services
- Liaising with other agencies
- Arranging training for staff / volunteers

The Child Protection Co-ordinator, after receiving a referral, will act on behalf of Oldfleet Primary School in referring concerns or allegations of harm to Local Authority Children's EHASH or the Police Protecting Vulnerable People 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 Local Authority EHASH. The name of the child and family should be kept confidential at this stage and will be requested if the enquiry proceeds to a referral.

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 allegation of harm. It is the role of the Child Protection Co-ordinator to collate and clarify details of the concern or allegation and to provide this information to the Local Authority EHASH, or Family Resource Centre if Children's Social Care is already involved, whose duty it is to make enquiries in accordance with Section 47 of the Children Act 1989.

## **15. Seeking Medical Attention**

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

- If Emergency medical attention is required then this should be sought immediately by phoning for an ambulance. You should then follow the procedures for referring a child protection concern to Local Authority EHASH.

## **16. Staff & 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.

Oldfleet Primary School SELF PROTECTION GUIDELINES.

- To avoid situations where a staff member or volunteer is on their own with a child. Where this is not achievable then all doors should be open or should have a clear glass pane.
- In the event of an injury to a child, accidental or not, ensure that it is recorded and witnessed by another adult in the organisations accident book which is kept in the main admin office.
- Keep written records of any allegations a child makes against staff and volunteers and report in line with the Child Protection Policy.
- If a child or young person touches a staff member or volunteer inappropriately record what happened immediately and inform the child protection coordinator.
- Adhere to the Oldfleet Primary School policy on behaviour management and national guidance on Safe Working Practice for Adults who Work with Children, Sept 2015

## **17. Code of Practice**

### **Oldfleet Primary School code of practice**

Staff / Volunteers / children should always;

- Take all allegations, suspicions or concerns about abuse that a young person makes seriously (including those made against staff) and report them through the procedures.
- Provide an opportunity and environment for children to talk to others about concerns they may have.
- Provide an environment that encourages children and adults to feel comfortable and confident in challenging attitudes and behaviours that may discriminate others.

- Risk assess situations and activities to ensure all potential dangers have been identified.
- Treat everyone with dignity and respect.

Staff / volunteers / children should not;

- Permit or accept abusive or discriminatory behaviour.
- Engage in inappropriate behaviour or conduct in or outside of school.
- Use inappropriate or insulting language.
- Show favouritism to anyone.
- Undermine or criticise others.
- Give personal money.

### **Electronic Devices:**

Staff must not use mobile phones in rooms where children are present, including those where children are cared for.

It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life using school equipment providing we have permission to do so from the parents. Staff must not, however, use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school.

### **Searching, Screening and Confiscation of Electronic Devices at School:**

Staff may lawfully search for electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

## **18. Induction**

When new staff join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of the school's safeguarding policy and told the name of the Child Protection Coordinator and their Deputy.

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 Child Protection Coordinator.

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

## **19. Training**

The Child Protection Coordinator undertakes 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 Child Protection Coordinator undertakes regular training from HSCB and attends regular Coordinator meetings arranged by HCAT Safeguarding Lead.

All staff have basic child protection training that equips them to recognise and respond to child welfare concerns. The school maintains a record of child protection training, which includes teaching and non-teaching staff. Every staff

member undertakes the Level 1 Safeguarding training from the Local safeguarding Board every three years. In addition there is a minimum of yearly updates which may include staff meetings or e mail bulletins.

Our Governing Body will also undertake appropriate training to ensure they are able to carry out their duties to safeguard pupils and staff at our school.

## **20. Contacts**

### Hull

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

EHaSH	(01482) 448879
Immediate Help Team	(01482) 788080
West Locality Team	(01482) 225771
West Community Support Team (CST)	(01482) 318052
East Locality Team	
POD 1	(01482) 615110
POD 2	(01482) 615079
POD 3	(01482) 615120
POD 4	(01482) 615096
POD 5	(01482) 615130
POD 6	(01482) 615192
POD 7	(01482) 651163
North Locality Team	(01482) 825107

Local Authority Designated Officer (01482) 790933

Police – Protecting Vulnerable People Unit 101

Hull Safeguarding Children Board (01482) 846082

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

Early Help (01482) 708953

### East Riding of Yorkshire

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

The Golden number (01482) 395500

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) 396999
<u>Police Public Protection Team</u>	101

## Appendix 1

### **Seven Golden rules of information sharing**

*'Information Sharing: Guidance for practitioners and managers'* (2008) is aimed at supporting good practice in information sharing by offering clarity on when and how information can be shared legally and professionally in order to achieve improved outcomes. It can be especially useful in supporting early intervention and preventative work where decisions about information sharing may be less clear than in safeguarding or child protection situations. Below are the 7 golden rules of information sharing that this guidance recommends.

1. Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
2. From the outset be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
4. Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgements on the facts of the case.
5. Consider safety and well being: Base your information sharing decisions on considerations of the safety and well being of the person and others who may be affected by their actions.



6. Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely.
  
7. Keep a record of your decision and the reason for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

## **Appendix 2 - Considerations when Contacting another Agency/Service**

### **1) Effective Communication between Agencies**

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Effective communication requires a culture of listening to and engaging in, dialogue within and across agencies. It is essential that all communication is as accurate and complete as possible and clearly recorded.

Accuracy is key for without it effective decisions cannot be made and equally, inaccurate accounts can lead to children remaining unsafe, or to the possibility of wrongful actions being taken that effect children and adults

Before contacting another agency, think about why you are doing it, is it to:

- **Share Information**

To share information is the term used to describe the situation where practitioners use their professional judgement and experience on a case by case basis to decide whether and what personal information to share with other practitioners in order to meet the needs of a child or young person (CWDC 2009)

- **Signpost to Another Service**

The definition to signpost is to indicate direction towards. It is an informal process whereby a professional or a family is shown in the direction of a service.

If someone is signposted to a service it is because accessing the service may enhance the family's quality of life, but there would be no increased risk to the child or young person should the service not be accessed.

No agency is responsible for the monitoring or recording of signposting.

- **Get Advice and Guidance**

Seeking advice and guidance at any time, making a general query or perhaps consulting with a specialist colleague within your own organisation (or from another agency) may enhance the work that you are doing with a child, young person or family at any stage.

It could be that you want further information about services available or that you want some specialist advice or perhaps need to consult about a particular issue or query for instance to ask if making a referral is appropriate.

The name of the child and family should be anonymised at this stage unless agreement to share the information has already been obtained.

It is vital that you record that you have sought information and advice in your own records. The agency you are contacting may not record this information, particularly if the case is not open or active with them. It should be agreed between agencies in this situation as to who records what information.

- **Facilitate Access to a Service**

If you think that a family may benefit from a service then directing, signposting or facilitating is appropriate. For example, a family approaches your service and asks for some advice about leisure activities in the local area. You give them the information and directions to the nearest open access leisure centre.

- **Refer a Child or Family**

If you think that by not accessing a particular service, a child's situation could deteriorate then a referral is appropriate. However, a referral is only the start of the process. You as the referrer have a responsibility to monitor that the service has been taken up and the child's situation has improved.

Sometimes you may need to draw on other support services, for example when an intervention has not achieved the desired outcomes and the child/young person requires more specialist or sustained support.

A specific gap in services to meet a need or any level of concern warrants follow up and monitoring to ensure there is no risk to children.

At the end of the conversation both parties must be clear about the outcome and the next course of action.

## **2) Professional Differences**

Where there are any professional differences about a particular decision, course of action or lack of action you should consult with a Senior Manager within your own organisation about next steps.

### **3) Recording**

Well kept records about work with a child and his or her family provide an essential underpinning to good professional practice. Safeguarding and promoting the welfare of children requires information to be brought together from a number of sources and careful professional judgements to be made on the basis of this information. These records should be clear, accessible and comprehensive, with judgements made and decisions and interventions carefully recorded. Where decisions have been taken jointly across agencies, or endorsed by a manager, this should be made clear. (*Working Together 2010*)

You should record your decision and the reasons for it, whether or not you decide to share information. If the decision is to share, you should record what information was shared and with whom.

You should work within your agency's arrangements for recording information and within any local information sharing procedures in place. These arrangements and procedures must be in accordance with the Data Protection Act 1998 (*Information Sharing Guidance for Practitioners and Managers 2008*)

## Appendix 3

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## Contact & Referral Form

**CONFIDENTIAL**



### Referrer Details

*much information as possible to enable the Early Help and Safeguarding Hub in their decision making.*

*There should not be a delay in making a contact or a referral in order to collect additional information if the delay may place the child at significant risk of harm.*

**Was verbal contact/referral made?**

Y  N

**(Please note that written confirmation should be sent within 24 hours of verbal contact)**

If yes to above:	
Who to:	Click here to enter text.
Date:	Click here to enter text.

**Have parents / carers been informed you are making contact with the Early Help and Safeguarding Hub?**

Y  N

If yes to above:	Choose an item.	details
If no to above: <i>Please provide a reason why not or when will this be done?:</i>	Click here to enter text.	Click here to enter text.

## Professional Assessment of Need

**Please note the following before making referrals to these services:**

**Contact / Information Sharing:** The parent/carer and child (where appropriate) should have given their consent to the sharing of information with the EHaSH.

**Early Help Support:** Early Help is a consent-based service. The parent/carer and child (where appropriate) must consent before a referral is made.

**Safeguarding Referral for Assessment:** Parent/carer should be informed that you are making a referral to the EHaSH and your reasons for doing so. NB if informing parents/carers of a referral may place a child or others at risk of harm, or if a child is in immediate danger, a safeguarding referral can be made without informing the parent/carer.

**Contact / Information Sharing**  *(complete sections 1, 2)* **Safeguarding Referral for Assessment**  *(complete sections 1, 3)* **Request for Early Help Support**  *(complete sections 1, 4)*

**Section  
1**

<b>Full Name</b>	Click here to enter text.
<b>Job Title</b>	Click here to enter text.
<b>Referring Organisation</b>	Click here to enter text.
<b>Service area and address</b>	Click here to enter text.
<b>Telephone number</b>	Click here to enter text.
<b>Email address</b>	Click here to enter text.
<b>Date of referral</b>	Click here to enter text.
<b>Source of referral</b>	Choose an item.

<b>Child Details</b>										
<b>Name</b>	<b>Address including postcode</b>	<b>Contact Number</b>	<b>Date of Birth or EDD</b>	<b>Gender</b>	<b>School (if applicable)</b>	<b>Disability (if applicable)</b>	<b>Ethnicity</b>	<b>Religion</b>	<b>First Language</b>	<b>Interpreter Required</b>
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Choose an item.	Click here to enter text.	Choose an item.	Choose an item.	Choose an item.	Click here to enter text.	Choose an item.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Choose an item.	Click here to enter text.	Choose an item.	Choose an item.	Choose an item.	Click here to enter text.	Choose an item.

<b>Parent / Carer Details (please include father or significant male if in household)</b>										
<b>Name</b>	<b>Address including postcode</b>	<b>Contact Number</b>	<b>Date of Birth</b>	<b>Gender</b>	<b>Parental Responsibility</b>	<b>Disability (if applicable)</b>	<b>Ethnicity</b>	<b>Religion</b>	<b>First Language</b>	<b>Interpreter Required</b>
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Click here to enter text.	Choose an item.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Click here to enter text.	Choose an item.

<b>Other adults or Children in the household / Other significant family members who are not part of the household</b>										
<b>Name</b>	<b>Address including postcode</b>	<b>Contact Number</b>	<b>Date of Birth or EDD</b>	<b>Gender</b>	<b>School (if applicable)</b>	<b>Disability (if applicable)</b>	<b>Ethnicity</b>	<b>Religion</b>	<b>First Language</b>	<b>Interpreter Required</b>
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Choose an item.	Click here to enter text.	Choose an item.	Choose an item.	Choose an item.	Click here to enter text.	Choose an item.

Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Choose an item.	Click here to enter text.	Choose an item.	Choose an item.	Choose an item.	Click here to enter text.	Choose an item.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Choose an item.	Click here to enter text.	Choose an item.	Choose an item.	Choose an item.	Click here to enter text.	Choose an item.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Choose an item.	Click here to enter text.	Choose an item.	Choose an item.	Choose an item.	Click here to enter text.	Choose an item.

### Significant Agencies involved and their reasons for involvement

Agency	Contact Name	Contact Number	Address	Brief Reason for Involvement
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

### Brief history of involvement

<b>How long have you been involved with this family?</b>	Click here to enter text.
<b>Please summarise your involvement &amp; knowledge of family history</b>	Click here to enter text.
<b>Do you have knowledge of any previous assessment/s undertaken?</b> <i>Including your own agency assessment or other agency assessment. [Please attach if you have copies]</i>	If yes please give details Click here to enter text.
<b>Do you have knowledge of any previous multi agency meetings held?</b> <i>Including early intervention meetings, team around the family, core groups and conferences</i>	If yes please give details Click here to enter text.

## Section 2 – Contact / Information Sharing

Only complete this section if you want to share information with the EHaSH.



<b>Reasons</b>
What information would you like to share with the Early Help and Safeguarding Hub and why?
Click here to enter text.

### **Section 3 - Safeguarding Referral for Assessment**

**Only complete this section if you want to make a referral for assessment.**

<b>Reasons: <i>Describe what life is like for the child and family, including your assessment of what is concerning you and the family situation, (to include any risks to the child/ren)</i></b>
Free Text Click here to enter text.
<i>Please identify the key factors in relation to the following areas, with particular attention as to how this is affecting the child.</i>
<b>Danger/Harm</b>
<i>Detail about significant child protection incident or patterns and history that indicate child protection concerns</i>
Free Text Click here to enter text.
<b>Safety</b>
<i>How the child/ren have been protected</i>
Free Text Click here to enter text.
<b>Complicating Factors</b>
<i>Conditions / behaviours which contribute to greater difficulty for the family</i>
Free Text Click here to enter text.
<b>Strengths / Protective Factors</b>
<i>Assets, resources, capability within the family, individual / community</i>
Free Text Click here to enter text.
<b>Grey areas / disputed facts</b>
<i>Issues where further clarification is needed</i>

Free Text Click here to enter text.			
What have you already tried or offered: <i>Detail what previous support has been offered to the family</i>			
Free Text Click here to enter text.			
How effective was the support, please grade on a scale of 1-10 (1 being not effective and 10 being really effective) and explain your grading			Choose an item.
Free Text Click here to enter text.			
What does the family think of their situation and what do they want to change?			
Free Text Click here to enter text.			
What does the child / young person think of their situation and what do they want to change?			
Free Text Click here to enter text.			
	Child or young person's view Scale 1-3	Family view Scale 1-3	Your opinion Scale 1-3
Needs (Free Text) Click here to enter text.	Choose an item.	Choose an item.	Choose an item.
Needs (Free Text)	Click here to enter text.	Click here to enter text.	Click here to enter text.

#### **Section 4 – Request for additional Early Help Support**

**Only complete this section if you want to request Early Help Support.**

<b>Reasons: Describe what life is like for the child and family, including your assessment of the family situation</b>
Free Text <a href="#">Click here to enter text.</a>
What have you already tried or offered: <i>Detail what previous support has been offered to the family</i>
Free Text <a href="#">Click here to enter text.</a>
What further support do you think the family may need?
Free Text <a href="#">Click here to enter text.</a>
What does the family think of their situation?
Free Text <a href="#">Click here to enter text.</a>
What does the child / young person think of the situation and what do they want to change?
Free Text <a href="#">Click here to enter text.</a>

<b>What are the presenting issues in the family? (tick all that apply)</b>			
Families currently experiencing or have experienced domestic abuse	<input type="checkbox"/>	Access to adult education / training / volunteering / progress to work	<input type="checkbox"/>
Poor school attendance	<input type="checkbox"/>	Access to parenting support / 1-2-1 intervention or programmes	<input type="checkbox"/>
Child at risk of/excluded from education	<input type="checkbox"/>	Parental substance misuse	<input type="checkbox"/>
Vulnerable, new or expectant parents	<input type="checkbox"/>	Young Person substance misuse	<input type="checkbox"/>
Issues with parental mental or emotional health	<input type="checkbox"/>	Home Safety Check / Child Safety	<input type="checkbox"/>
Issues with child mental or emotional health	<input type="checkbox"/>	Child development	<input type="checkbox"/>
Families at risk of financial exclusion	<input type="checkbox"/>	Access to 2 year funding	<input type="checkbox"/>
Families at risk of eviction	<input type="checkbox"/>	Child sleep difficulties	<input type="checkbox"/>
Family victim / perpetrator of anti-social behaviour / crime	<input type="checkbox"/>	Support in coordination of services, signposting, advice and information on disabilities	<input type="checkbox"/>

All referrals to the Early Help Service may be subject to the EHAM / Multi Agency Meeting process where information will be shared with agencies to determine the most appropriate support service for the family. In order for the referral to continue, verbal consent from the family **must** be gained before submitting. Please tick this box to confirm this has been completed otherwise your referral will be returned to you.

**Completed contact and referral forms should be emailed to Hull EHaSH team at: [EHASHgc@hullcc.gcsx.gov.uk](mailto:EHASHgc@hullcc.gcsx.gov.uk)**

Please contact the team on telephone number: **01482 448879** if you have any problems or queries about completing this form.