North Yorkshire Safeguarding Children Board

Sample School Child Protection Policy

Updated: November 2017

School: **____Thirsk C P School_____**

Headteacher: **___Mr Richard Chandler_____**

Named personnel with designated responsibility for Child Protection

Academic year	Designated Safeguarding Lead	Deputy Safeguarding Lead	Board Level Lead/Nominated Governor	Chair of Governors
2016/17	R Chandler	J Wilson	N Stimson	N Stimson
2017/18	R Chandler	J Wilson		

Policy Review dates

Review Date	Changes made	By whom	Date Shared with staff
Nov 2016	**Revised policy**		

Dates of Staff Training and details of course title and training provider

Whole School	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Headteacher
On going process record in office	**10/10/16**	**June 2016**	**10/10/16**

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INTRODUCTION

The policy updates the LA Sample policy issued Sept 2016 and is in line with:

- Sections 175 of the Education Act 2002 and Education (Independent School Standards) Regulations 2014.
- North Yorkshire Safeguarding Children Board (NYSCB) Child Protection Procedures and Practice Guidance www.safeguardingchildren.co.uk;
- *Working Together To Safeguard Children* HM Government 2015 https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
- *Keeping Children Safe in Education* (KCSiE) DfE 2016 https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- School's duty under the Children Act 2004, to co-operate with other organisations and agencies.
- *What To Do If You Are Worried A Child is Being Abused* 2015
- Recommendations from national and local Serious Case Reviews
- *Statutory Framework for the Early Years Foundation Stage Section 3 – The Safeguarding And Welfare Requirements* March 2017

This policy applies to all adults, including volunteers, working in or on behalf of the school.

> Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
>
> *Keeping Children Safe in Education* (KCSiE) DfE 2016

Safeguarding includes the establishment and implementation of procedures to protect children from deliberate harm, however, safeguarding also encompasses all aspects of pupils' health, and safety and well-being (see Appendix K Related school safeguarding policies)

Sample insert for school brochure

Thirsk CP School is committed to ensuring the welfare and safety of all children in school. All North Yorkshire schools, including Thirsk CP School, follow the North Yorkshire Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection policy is available publicly on the school website, paper copies can be provided on request.

School Commitment

The Designated Safeguarding Lead is: Mr Richard Chandler

And the person who deputise in his absence is: Mrs June Wilson

School is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs and Disabilities (ref. KCSiE para 85), those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

Roles and Responsibilities

The Governing Body/proprietor should ensure that:

- the school complies with the Local Authority's arrangements to promote co-operation between itself, the school and relevant partners and organisations who are engaged in activities relating to children
- the school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children
- there is a clear accountability for the commissioning and / or provision of services designed to safeguard and promote the welfare of children
- there is a senior board level lead to take leadership responsibility for the school's safeguarding arrangements (e.g. nominated governor)
- the school has a child protection policy and procedures in place which are provided to and read by all staff, including temporary staff and volunteers, on induction. These are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the NYSCB, are updated annually, and available publicly either via the school website or by other means
- all staff read at least part one and Annex A of KCSiE 2016
- mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of KCSiE 2016.
- all staff undertake appropriate child protection training

- a senior member of the school's leadership team is designated to take lead responsibility for safeguarding and child protection (Designated Safeguarding Lead). This is explicit in the DSL's job description (Annex B KCSiE) and the need for a deputy DSL is reviewed
- the DSL has the appropriate authority and the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children
- information regarding the role of the DSL is provided to all staff and volunteers on induction
- a designated teacher is appointed to promote the educational achievement of children who are looked after and this person has appropriate training
- staff have the skills, knowledge and understanding necessary to keep looked after children safe
- appropriate staff have the information they need in relation to a child's looked after legal status
- the school prevents people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised
- the school has written recruitment and selection policies and procedures in place
- at least one person on any appointment panel has undertaken safer recruitment training
- the school has a staff behaviour policy (code of conduct) which should amongst other things include acceptable use of technologies, staff/pupil relationships and communications including the use of social media. This is provided to all staff, including temporary staff and volunteers, on induction
- staff and governors adhere to the school's policy on acceptable use of technologies and communication using technologies. Updated guidance http://cyps.northyorks.gov.uk/online-safety includes a model acceptable use policy for staff and governors to sign
- the school has a code of conduct for governors https://www.nga.org.uk/codeofconduct2017
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the NYSCB and locally agreed inter-agency procedures (Appendix A)
- the proprietor/chair of governors liaises with the LADO and/or partner agencies in the event of allegations of abuse being made against the head teacher
- in the event of allegations of abuse being made against the Headteacher, where the Headteacher is also the sole proprietor of an independent school, allegations are reported directly to the LADO.

- there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned
- children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or through relationships and sex education (RSE)
- children are safeguarded from potentially harmful and inappropriate online material. Ref KCSiE Annex C
- appropriate filters and appropriate monitoring systems are in place so children are safeguarded from potentially harmful and inappropriate online material being careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding (Ref KCSiE para 67, 69). UKCCIS Online safety for schools and colleges https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/562876/Guidance_for_School_Governors_-_Question_list.pdf
- All staff and governors recognise that children may abuse their peers, and that this should not be tolerated or passed off as 'banter' or 'part of growing up. Any allegations of peer abuse and concerns about youth produced sexual imagery, (sexting,) must be reported to the DSL and NYSCB guidance and procedures must be followed. A policy and procedures are in place with regards to peer on peer abuse and followed by all staff (ref KCSiE paras 76-78)
- the school has due regard to the duties to prevent people from being drawn into terrorism
- all staff understand the risk factors regarding female genital mutilation and known cases are reported
- appropriate safeguarding responses are in place to children who go missing from education ref KCSiE para 51 including the statutory duty to notify the LA, as appropriate, when a pupil's name is about to be deleted from the school admission register.
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- there is an annual review of policies and procedures and the NYSCB Schools' Safeguarding Audit is completed
- any deficiencies or weaknesses regarding child protection arrangements, whenever identified, are remedied without delay
- when there is a safeguarding concern the child's wishes and feelings are taken into account when determining what action to take
- staff are aware that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in thgis group of children

The Headteacher should ensure that**:**

- the policies and procedures adopted by the Governing Body or Proprietor, particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented and followed by all staff
- they liaise with the LADO and partner agencies in the event of allegations of abuse being made against a member of staff or volunteer
- they receive appropriate safeguarding and child protection training which is regularly updated

The Designated Safeguarding Lead

DSL, (formerly referred to as DSP) and Deputy (if appropriate) will:

Manage referrals

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re- consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Report cases of prejudice, hate based incidents or hate crimes to the Local Authority through the online reporting system. Hate crimes should also be reported to the police;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required

Work with others

- Liaise with the Headteacher or principal to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- For Looked-After children have available the details of the child's social worker and the name of the virtual school head in the authority that looks after the child
- As required, liaise with the "case manager" (as per KCSiE Part four) and the LADO for child protection concerns (all cases which concern a staff member); and

- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Undertake training

- Undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- Undertake Prevent awareness training.
- Refresh their knowledge and skills (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school with regards to the requirements of the Prevent duty, including online safety and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise Awareness

- Ensure the school's child protection policies are known, understood and used appropriately
- Ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this

- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- Link with the NYSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

- Where children leave the school ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained
- Ensure that CP records are retained until the young person's 25th birthday if the school is the final school. School must have regard to any other requirement requiring longer retention period: The current requirement under IICSA (Independent Inquiry into Child Sex Abuse) is that records of child sex abuse should be retained for the period of the inquiry.
  Please see details *https://www.iicsa.org.uk/letter-to-local-authority-ceos*
- Ensure that, if a child goes missing or leaves to be educated at home, the child protection file is forwarded to the Safeguarding Unit Manager, County Hall, Northallerton, DL7 8AE ensuring secure transit and obtaining confirmation of receipt.
- Ensure that the key worker in Prevention Service or Children's Social Care is informed where the child leaves the school.

Availability

- During term time always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the DSL, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable
- It is a matter for individual schools and colleges and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities
- It is a matter for individual schools and colleges as to whether they choose to have one or more deputy DSL(s). Any deputies should be trained to the same standard as the DSL.
- Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for safeguarding and child protection, as set out above, remains with the DSL. This responsibility should not be delegated.

All staff and volunteers should:

- read at least part one and Annex A of KCSiE 2016 and, in particular, will:
    1. have due regard to the duty to prevent people from being drawn into terrorism; report known cases of female genital mutilation and follow procedures when a child goes missing from education
    2. where there are concerns about another staff member, refer these concerns to the Headteacher
    3. where there are concerns about the Headteacher, refer these concerns to the chair of governors or LADO where the Headteacher is also the sole proprietor
    4. raise concerns about poor or unsafe practices and potential failures in the school's safeguarding regime

- be aware of systems within their school which support safeguarding. These should be explained to them as part of staff induction. This includes: the school's child protection policy; the school's staff behaviour policy (sometimes called a code of conduct); and the identity and role of the DSL
- receive appropriate child protection training which is regularly updated
- receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection
- maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child
- where there are concerns about a child, raise these with the DSL
- understand that, whilst anyone can make a referral to Children and Families' Service, the correct school procedure is to report any concerns to the DSL in the first instance. If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re- consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
  NYSCB professional resolution procedure
  http://www.safeguardingchildren.co.uk/professionals/professional-resolutions
- in exceptional circumstances, such as in an emergency or a genuine concern that action has not been taken, speak directly to Children and Families' Service. Where referrals are not made by the DSL inform the DSL as soon as possible, that a referral has been made.

Concerns should always lead to help for the child at some point.

Identifying children and young people who are suffering or likely to suffer significant harm

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached their 18th birthday.

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 others (e.g. via the internet). They may be abused by an adult or adults, or another child or children

Physical abuse 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 is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless 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 and 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 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 or 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 is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, 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)
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

PROCEDURES

Taking action to ensure that children are safe at school and at home

All staff and volunteers follow the NYSCB Child Protection Procedures and Practice Guidance www.safeguardingchildren.co.uk which are consistent with *Keeping Children Safe in Education July 2016*; *Working Together to Safeguard Children 2015* and *What To Do If You Are Worried A Child is Being Abused 2015*

It is ***not*** the responsibility of the school staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. This includes allegations of peer abuse. All staff, however, have a duty to recognise concerns and maintain an open mind. They must not assume that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration. They must remain alert to the fact that children with SEN and disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs.
Accordingly all concerns indicating possible abuse or neglect will be recorded and discussed with the DSL (or in their absence with the person who deputises) prior to any discussion with parents.

a) Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious

- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people
- any concerns regarding person(s) who may pose a risk to children (e.g. staff in school or person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.
- any concerns relating to peer abuse
- any concerns relating to youth produced sexual imagery (sexting)

b) Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity (*insert school arrangements to ensure that pupils with communication difficulties are enabled to express themselves to a member of staff with appropriate skills)*

……

Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL and make a contemporaneous record. If in doubt about recording requirements staff should discuss with the DSL

c) Principles

Staff will **not** investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm

- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened ?' rather than 'Did x hit you?'
- not ask leading questions
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate and be informed of what action is to be taken

d) Action by the DSL (or Deputy DSL in their absence)

The following actions will be taken where there are concerns about significant harm to **any child, including where there is already an open case to Children's Social Care**, (e.g. Looked after Child)

Following any information raising concern, the DSL will consider:

- any urgent medical needs of the child
- whether to make an enquiry to the Customer Contact Centre 01609 **780780** to establish if the child is or has been subject of a Child Protection Plan.
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Prevention Service, Children's Social Care ref. Appendix C
- the child's wishes and any fears or concerns they may have

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a referral to Children and Families' Service because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage

- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Children and Families' Service will be accompanied by a standard referral form http://www.safeguardingchildren.co.uk/worried-about-child

e) Action following a child protection referral

It is the responsibility of all staff to safeguard children. It is the role of the DSL (or appropriately trained Deputy DSL.) to attend multi-agency meetings and provide reports for these. Other staff in school, however, may be asked to contribute.

The DSL will:

- make regular contact with Children's Social Care
- contribute to the Strategy Discussion and all assessments
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child has a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, follow the NYSCB procedures http://www.safeguardingchildren.co.uk/professionals/professional-resolutions
- where there is significant information in respect of a child subject to a Child Protection Plan, **immediately** inform the key worker or their manager in Children's Social Care e.g. any significant changes or concerns, departures from the CP plan, child moves/goes missing/is removed from school or fails to attend school

f) Recording and monitoring

School will record:

- Information about the child : name (aka) address, dob., those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from school, any court orders, if a child is or has been subject to a CP Plan
- Key contacts in other agencies including GP details
- Any disclosures/accounts from child or others, including parents (and keep original notes)
- Significant contacts with carers/other agencies/professionals

- All concerns, discussions, decisions, agreements made and actions taken and the reasons for these (dated, timed and signed, to include the name and agency/title of the person responsible/ spoken to), the plan to protect the child and arrangements for monitoring/review

All records should be objective and include:

- Statements, facts and observable things (what was seen/heard)
- Diagram indicating position, size and colour of any injuries (not photograph)
- Words child uses, (not translated into 'proper' words)
- Non-verbal behaviours

All C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Headteacher and DSL. The file will be transferred as soon as possible to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of DSL.' The file will be transferred separately from the main pupil file, ensuring secure transit and obtaining confirmation of receipt. The final school will retain the C.P. file until the child's 25th birthday.

If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the Safeguarding Unit Manager, County Hall, Northallerton, DL7 8AE.

When sharing confidential information about a member of staff or pupil, the school has regard to its responsibilities under the Data Protection Act (DPA) 1998 and where relevant, the Education (Pupil Information) (England) Regulations 2005 and the Freedom of Information Act 2000.
https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

School will monitor:
Any cause for concern including where there could be serious child welfare concerns e.g.

- Injuries/marks
- Attendance
- Changes e.g. mood/ academic functioning
- Relationships
- Language
- Behaviour
- Demeanour and appearance
- Statements, comments
- Medicals

- Stories, 'news', drawings
- Response to P.E./Sport
- Family circumstances
- Parental behaviour/ care of child

The DSL will review all monitoring arrangements in the timescale and manner determined by circumstances, recorded and clearly understood by all concerned

f) Supporting the Child and Partnership with Parents and Carers

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents and carers

- Whilst we may, on occasion, need to make referrals without consultation with parents and carers, we will make every effort to maintain a positive and supportive working relationship with them whilst fulfilling our duties to protect any child

- We will provide a secure, caring, supportive and protective relationship for the child

- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why

- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child, parents and carers. The DSL will determine which members of staff 'need to know' personal information and what they 'need to know' for the purpose of supporting and protecting the children

SAFEGUARDING APPENDICES

A. Allegations regarding person(s) working in or on behalf of a school

Where an allegation is made against any person working in or on behalf of the school (including where that person is no longer working in or on behalf of the school and/or the allegation is historical) that they have:

a. behaved in a way that has harmed a child or may have harmed a child
b. possibly committed a criminal offence against or related to a child or
c. behaved towards a child or children in a way that indicates he or she would pose a risk of harm to school will apply the same principles as in the rest of this document.

School will always follow:

The NYSCB practice guidance *Managing Allegations against Staff*
http://www.safeguardingchildren.co.uk/professionals/managing-allegations-against-staff

DfE Guidance *Keeping Children Safe in Education* 2016
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

A LADO referral form will be submitted within one working day
http://www.safeguardingchildren.co.uk/professionals/managing-allegations-against-staff

Completed LADO Referral Forms should be emailed using secure mail (e.g. gcsx, pnn, cjsm etc.) to social.custodian@northyorks.gcsx.gov.uk. Egress users should email their LADO referral to safeguardingunit@northyorks.gov.uk

Detailed and accurate records will be made to include decisions, actions taken, and reasons for these. Records of all incidents and concerns about staff will be kept in order that historical patterns can be detected. All records will be retained securely by the Headteacher.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or displaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial Action

- The person who has received an allegation or witnessed an event **MUST** immediately inform the Headteacher and make a record and have regard to the school's whistleblowing procedure
- In the event that an allegation is made against the headteacher the matter will be reported to the Chair of Governors who will proceed as the 'headteacher'
- In the event of allegations of abuse being made against the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations are reported directly to the LADO.
- The headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the **immediate** safety of children
- The headteacher may need to clarify any information regarding the allegation, however no person will be formally interviewed or asked to write a formal statement at this stage
- The headteacher will consult with the Duty LADO (01609 532477) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The headteacher will inform the Chair of Governors of any allegation.

Where an Early Years' provider is registered with OfSTED, the provider must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). The provider must also notify Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. Please also see additional requirements in the EYFS 2017.

(School may wish to expand this section to include procedures with reference to NYSCB Procedures and NYCC Disciplinary Procedures.)

B. Confidentiality

School has regard to DfE guidance on Information Sharing
https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

"Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration. "

School ensures the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. School ensures that staff members do not promise confidentiality to the child and always act in the interests of the child.

The school confidentiality policy indicates:

a) when information must be shared with police and Children and Families' Service where the child/young person is / may be at risk of significant harm
b) when the pupil's and/or parent's confidentiality must not be breached

C. Contacts

PREVENTION SERVICE

Advice and Support from Area Prevention Managers

West		
Craven	Caroline Porter	01609 532412
Ripon & Rural Harrogate	Jon Coates	01609 532323
Harrogate Town & Knaresborough	Rachel Yeadon	01609 533446
Central		
Richmondshire	Vanessa Handley	01609 535682
Hambleton	Sharon Britton	01609 536468
Selby Town	Pat Scully	01609 532385
Rural Selby	David Fincham	01609 534022
East		
Whitby & The Moors	Diane Leith	01609 532479
Ryedale	Simon Osman	01609 798167
Scarborough Town	Liz White	01609 533139
Scarborough South & Filey	Simone Wilkinson	01609 532927

Advice and Referral

CHILDREN AND FAMILIES' SERVICE

Customer Contact Centre 01609 780780

For advice please ask to speak to a social worker in the MAST

Children&families@northyorks.gov.uk

Emergency Duty Team 01609 780780

NORTH YORKSHIRE POLICE 101

(Ask for the Serious Crime Team in your area)

Safeguarding Unit

Designated Officers for Managing Allegations (LADOs)

Duty LADO (consultations, new referrals and urgent matters)
01609 532477

Susan Crawford	01609 532152	07813 005161
Karen Lewis	01609 534200	07715 540711
Dave Peat	01609 535646	07814 533363
Julie Kaye	01609 532508	07814 533363
Andy Kenyon	01609 534215	07973792398

Manager

Heather Pearson	01609 532301	07715540741

Business Support including CME Coordinator (Children Missing Education)

Safeguardingunit@northyorks.gov.uk 01609 532477

NYCC HUMAN RESOURCES

schoolshradvisory@northyorks.gov.uk 01609 798343

Contact numbers for referral to Children's Social Care in neighbouring Local Authorities:

Redcar & Cleveland	01642 771 500
Stockton on Tees	01642 527 764
Darlington	01325 346 200
Middlesbrough	01642 726 004
Durham	03000 267 979
Cumbria	0333 240 1727
Lancashire	0300 123 6720
Bradford	01274 437 500
Leeds	0113 376 0336
East Yorkshire	01482 395 500
Wakefield	03458 503 503

Doncaster	01302 736 000
York	01904 551 900

D. Curriculum

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable, how they can keep themselves safe, how to share a concern and complain. All pupils are informed that we have a Designated Safeguarding Lead with responsibility for child protection and who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

The school is committed to ensuring there are opportunities in the school curriculum, for example through the Personal, Social, Health Education (PSHE) curriculum and by providing an age-related, comprehensive curriculum, for pupils to be taught about aspects of safeguarding in order to develop the knowledge and skills they need to recognise and stay safe from abuse, including on-line safety. We do this by:

- developing healthy relationships and awareness of domestic violence, bullying, prejudice based bullying and violence based on a person's sexual orientation, gender, faith or race, hate crime, relationship abuse, and other abuse
- recognising and managing risks including online, cyber bullying, online grooming for sexual exploitation and radicalisation enabling pupils to become safe and responsible users of technologies and the impact of new technologies on sexual behaviour, for example sexting and accessing pornography
- enabling pupils to develop knowledge, skills and attitudes consistent with the promotion of fundamental British values
- recognising how pressure from others can affect their behaviour, including the risks of radicalisation to extremist behaviour
- ensuring pupils have the opportunity to discuss controversial issues and develop tolerance and respect for others
- raising awareness of female genital mutilation and forced marriage
- making available appropriate local and online advice

Additional aspects of safeguarding included in the curriculum are risks associated with:

- substance misuse
- gangs and youth violence
- mental health
- water, fire, roads and railways

The school has updated the curriculum aspects of related policies to ensure that they are aligned to our child protection policy. This includes the school's online safety, relationships and sex education, substance misuse, smoke-free, equalities and anti-bullying policies.

The school recognises the statutory duty, since April 2014, to publish information about the content of our PSHE curriculum on our school website

The school has acknowledged that Relationships and Sex Education (RSE) will be statutory in all schools from September 2019 and is working towards embedding a whole school approach that will safeguard all pupils and meet the statutory requirements.
https://www.gov.uk/government/publications/relationships-education-rse-and-pshe

The school recognises the importance of using age appropriate curriculum resources and ensuring that there is a safe climate for learning which includes the setting of ground rules.

Parents /carers are invited to view any resources and discuss any concerns they have over any curriculum content within our PSHE curriculum provision. Arrangements can be made by contacting ……..PSHE leader in the first instance.

Training needs of staff are regularly reviewed to ensure that staff delivering safeguarding aspects of PSHE or online safety have the appropriate knowledge and skills.

The school monitors and evaluates the impact of the safeguarding taught curriculum provision through our school based monitoring and evaluation processes which include lesson observation, work scrutiny, feedback from pupils, staff and parents/carers, data from the bi-annual Growing Up in North Yorkshire survey.

The following Information is made available to pupils (*insert e.g. helplines, posters, NSPCC ChildLine)*

School's arrangements for consulting with and listening to pupils are *(insert e.g. Listening/Worry Box, school council, peer support schemes, growing up in North Yorkshire Survey, online anonymous reporting systems)*

We make pupils aware of these arrangements by *(insert arrangements)*

Curriculum resources and support

Schools can access the North Yorkshire PSHE and Citizenship Planning and Assessment toolkit which contains the PSHE and Citizenship curriculum entitlement framework for key stages 1-4 along with

suggested resources specifically to support the safeguarding aspects of the curriculum by year group. It is accessible from the CYPS Information Site
http://cyps.northyorks.gov.uk/health-wellbeing-phse
http://www.safeguardingchildren.co.uk/professionals/safeguarding-campaigns

The SMSC, Equalities and Prevent 'Fronter' Rooms signpost schools to further relevant resources.

Safeguarding Curriculum Training and consultancy for schools 2017-18

For further information on safeguarding curriculum information, training and support please contact:

- Katharine Bruce, Lead Adviser Vulnerable Learners (0-19) on 01609 535497, katharine.bruce@northyorks.gov.uk
- Clare Barrowman, Health and Wellbeing Adviser 0-19, on 01609 536808, clare.barrowman@northyorks.gov.uk
- Rebecca Swift, Equalities Adviser 0-19, on 01609 798554 Rebecca. Swift@northyorks.gov.uk
- A programme of Safeguarding curriculum training and consultancy is available to schools through North Yorkshire Education Services http://nyeducationservices.co.uk

F. Early Years (provision for under 5s)

Schools are required to comply with the Statutory Framework for the Early Years Foundation Stage
https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf
Under the EYFS Section 3 – the safeguarding and welfare requirements - schools are not required to have separate policies provided these requirements (identified below by paragraph number in EYFS) are already met through existing policies.
School may wish to include the following requirements in the policies as suggested below (in red):

CP policy:

EYFS 3.4 (policy must include use of mobile phones and cameras)
Taking, storing and using images of children, (including mobile phone, tablet, video and camera use)

Guidance note
You will need to consider:

- the use of tablets and other equipment with the capacity to record images;
- the purpose of images taken within the school and how they will be used
- permission from parents for taking images of their children and for how these may be used;
- how you can make sure that images are only taken and used in the way that parents give permission for;

- what procedures you will put in place to safeguard all children e.g. to ensure that children who are not to be photographed can be kept safe, whilst still taking part in the event.

You must ensure that:

- the school has equipment for taking images so that staff do not use their own personal equipment;
- the arrangements for the secure storage of staff's personal equipment whilst at work are made clear;
- in personal emergencies staff and volunteers should be contacted via the setting telephone.
- all devices which have a camera, video and/or internet access are used appropriately;
- images are printed or reproduced at the setting to ensure that photos and recordings of the children cannot be used inappropriately.

CP policy

EYFS 3.68 Information and records
This is included in Appendix J

Safer Recruitment policy

EYFS 3.9 Ensuring that people looking after children are suitable to fulfil the requirements of their roles.

- 3.14 and 3.15 includes having regard to the requirements of the Childcare (Disqualification) Regulations 2009 and disclosure of police information.

Safe Working Practice/Code of Conduct:

EYFS 3.19 Staff taking medication/other substances

EYFS 3.25 First Aid

EYFS 3.27 Key person

EYFS 3.28 Staff : child ratios

Health and Safety policy:

EYFS 3.45 Medicines

EYFS 3.50 Accident or injury

EYFS 3.54 Safety and suitability of premises, environment and equipment

EYFS 3.64 Risk assessment

Behaviour policy:

EYFS 3.52 Managing behaviour

Complaints' policy

EYFS 3.74 Complaints

NYCC policies and guidance for Early Years are available at http://cyps.northyorks.gov.uk/safeguarding-children-early-years-provision

G. Partnership with Parents and Carers

The school shares a purpose with parents to keep children safe from harm and to have their welfare promoted. *(School may wish to include here any information provided to parents on keeping children safe and how they can report concerns if they are worried a child is at risk of harm e.g. by alerting them to the information for parents on the following websites:*

NYSCB *www.safeguardingchildren.co.uk*
NSPCC *www.nspcc.org.uk*
CEOP *https://www.thinkuknow.co.uk/parents/*
Internet Matters *http://www.internetmatters.org/*
Parent Zone *http://www.theparentzone.co.uk/parent*
Childnet *http://www.childnet.com/resources/know-it-all-for-parents*
Parents Protect *www.parentsprotect.co.uk*
http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/YourChildsWelfareAtSchool/index.htm

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm (see Section 3: 3 Action by Designated Senior Person)
We encourage parents to discuss any concerns they may have with *(insert)……*

The child protection policy should be available publicly either via the school website or by other means.
We make parents aware of our policy *(insert how you do so…..)*

H. Partnerships with other agencies

The school recognises that it is essential to establish positive and effective working relationships with other agencies *(Insert details of relationships the school has for promoting a safe and supportive environment e.g. Prevention Service, Children and Families Service, Barnardo's, Police, Health, District Council, NSPCC ChildLine Schools' Service, National Youth Advocacy Service, Children's Centres etc.)*

All schools and colleges should allow access for children and families service staff from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, an assessment including under section 17 or section 47. Consent from the parent and child (where of sufficient age and understanding) is required for assessments by the prevention service or under section 17.

School complies with the requirement under the Children Act 2004 to co-operate with other organisations and agencies in activities relating to children.

l. Peer abuse and Youth Produced Sexual Imagery (sexting)

The school recognises that children are capable of abusing their peers, that this can manifest itself in many ways and may reflect gender issues. Where there are concerns or allegations of peer abuse, the procedures and guidance in Sec 3 of this policy will be followed, in the same way as if the matter was in respect of abuse by an adult.

The school will have regard to DfE guidance Searching Screening and Confiscation when considering where they may need to search for and/or seize items, including, without consent, for safeguarding purposes, where there is reasonable cause to suspect that it has been, or is likely to be, used to commit an offence, or cause personal injury to, or damage

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf

Concerns or allegations of all forms of peer abuse must be reported to the DSL, who will have regard to the NYSCB child protection guidance and procedures and make referrals in respect of both the alleged victim and the alleged perpetrator, where appropriate. Where the concerns are of a sexual nature the DSL will have regard to the NYSCB guidance 'Children and Young People Who Display Sexualised Behaviour' http://www.safeguardingchildren.co.uk/professionals/YPWSH

Wherever concerns of peer abuse arise the DSL will undertake an immediate risk assessment and put all necessary measures in place to ensure that the alleged victim, perpetrator and all children in the school are safeguarded and their welfare is supported. The Inclusive Education Service, on request, can advise schools in undertaking these risk assessments.

Where there are concerns or allegations of youth generated sexual imagery, (often referred to as 'sexting') these must always be reported to the DSL, who will have regard to the 2017 updated guidance: ' UK Council for Child Internet Safety Guidance ' Sexting In Schools and Colleges Responding to Incidents and Safeguarding Young People'
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf
The DSL, having had regard to this guidance, will make referrals to police and children's social care where appropriate.

The school will make every effort to minimise the risk of peer abuse by teaching pupils, in an age appropriate way about: how to recognise, understand and build healthy relationships; self-respect and respect for others; commitment; tolerance; boundaries; consent; how to manage conflict; and how to recognise unhealthy relationships.

Insert school's arrangements for minimising risk and raising awareness amongst pupils through Relationships Education, Relationships and Sex Education or Personal Social Health and Economic Education
E.g. through use of materials in: Appendix D Curriculum and Appendix E Curriculum Resources and Support Products on the NYSCB website
http://www.safeguardingchildren.co.uk/professionals/safeguarding-campaigns
http://www.safeguardingchildren.co.uk/children-young-people/consent

Insert school's arrangements for minimising risk and raising awareness amongst staff e.g. providing staff with the NYSCB guidance and the UKCCIS guidance,
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/647389/Overview_of_Sexting_Guidance.pdf,
Undertaking the UKCCIS training exercise

J. Prevent

In order to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Schools can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, school should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. The statutory framework for

the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

Roles and responsibilities:

- The strategic Prevent lead in school is …….
- If not the DSL, they liaise with the DSL at all times
- They understand the expectations and key priorities to deliver Prevent and this is embedded within safeguarding procedure
- The senior leadership team and governing body are aware of the Prevent Strategy and its objectives
- There is a clear awareness of roles and responsibilities throughout the school. college, setting regarding Prevent
- The Prevent agenda and its objectives has been embedded within the appropriate safeguarding processes
- The school's premises do not give a platform for extremist speakers and events
- School provides a broad and balanced curriculum that helps protect pupils against extremism and promotes community cohesion
- Links to curriculum resources can be found in the PSHE Entitlement Framework and in the Prevent and SMSC Rooms on 'Fronter'

Training:

- A training plan is in place so that key staff, including senior leaders, understand the risk of radicalisation and extremism and know how to recognises and refer children who may be vulnerable
- Details of training courses including frequency and availability are cascaded to all relevant staff
- Further training on the Prevent agenda, such as around Far Right Extremism is made available to the Safeguarding, pastoral and PSHE leads where appropriate
- There is appropriate staff guidance and literature available to staff on the Prevent agenda
- Staff are aware of curriculum resources and teaching strategies to teach pupils about extremism and the risk of radicalisation
- All staff in the organisation have accessed appropriate prevent training for their role

A programme of 'Prevent' training and consultancy is available to schools through North Yorkshire Education Services http://nyeducationservices.co.uk

NYSCB http://www.safeguardingchildren.co.uk/learning-improvement/training-courses

Updates on Prevent, including teaching resources are provided through the PSHE and Equalities network, termly newsletter and Prevent 'Fronter' Room.

Referrals:

- An appropriate internal Prevent risk assessment and referral process is in place
- All staff including the Prevent lead/ DSL follows the NYSCB procedures

http://www.safeguardingchildren.co.uk/prevent-practice-guidance?v=preview

- Partner agency communication channels are in place
- An audit trail for notification reports/referrals exists
- Prevent referrals/notifications are managed or overseen by The Prevent lead
- A process is in place to identify and develop 'lessons learnt'

K. Pupil Information

In order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- Names (including any previous names), address and date of birth of child
- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Special Guardianship Order, Injunctions etc.)
- If the child is or has been subject to a Child Protection Plan
- Name and contact detail of key persons in other agencies, including GP
- Any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information on the school MIS system and in the school/Headteacher's office.

L. Related School Safeguarding Policies

Safeguarding is not just about protecting children from deliberate harm (child protection). It includes:

- 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

- taking action to enable all children to have the best outcomes

Safeguarding action may be needed to protect children and learners from:

- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic, transphobic and biphobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example Youth Produced Sexual Imagery, (sexting) and accessing pornography
- teenage relationship abuse
- peer on peer abuse
- substance/drug misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence and abuse
- female genital mutilation
- forced marriage
- faith abuse
- hate
- fabricated or induced illness
- mental health issues
- poor parenting, particularly in relation to babies and young children
- going missing from education
- going missing from home or care

It relates to aspects of care and education, including:

- equal opportunities
- promoting positive behaviour
- children's and learners' health and safety and well-being including their mental health
- meeting the needs of children who have special educational needs and/or disabilities
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- educational visits
- intimate care and emotional well-being
- online safety and associated issues
- appropriate arrangements to ensure children's and learners' security, taking into account

the local context.

- children not collected from school
- lost children

It relates to other policies including:

- Private fostering
- Complaints
- Admissions
- Safer recruitment
- Key person
- Teaching and learning
- Partnership with parents
- Confidentiality
- Record keeping
- Administering medication
- Intimate care
- Disciplinary procedure
- Whistle blowing
- Acceptable use of ICT
- Educational Visits (guidance is available at http://visits.northyorks.gov.uk) (schools will be required to have a Service Level Agreement with NYCC to access this guidance)

NYCC Guidance for schools is available in: the PSHE / Health and Wellbeing room; and the Sexual Orientation room on Fronter https://fronter.com/northyorks/ (a school log in will be required)

NYCC Online Safety Guidance updated 2017 for schools and settings which includes sample acceptable use polices is available at http://cyps.northyorks.gov.uk/online-safety

Guidance for safer working practice for those working with children and young people in education settings

http://cyps.northyorks.gov.uk/child-protection-and-safeguarding-schools

NYCC: Guidelines for dealing with and reporting prejudice based incidents, hate incidents and hate crimes in schools and settings (updated July 2017) http://cyps.northyorks.gov.uk/hate-incidents

(School to insert links to related school policies and arrangements)

M. Safer Recruitment and Selection

The school pays full regard to DfE guidance *Keeping Children Safe in Education 2016*; the Protection of Freedoms Act 2012; the Childcare (Disqualification) Regulations 2009 and NYCC Schools'

Recruitment procedures and guidance http://cyps.northyorks.gov.uk/hr-recruitment(login required)

We ensure that all appropriate measures are applied in relation to everyone who works in or on behalf of the school who is likely to be perceived by the children as a safe and trustworthy adult and follow NYCC guidance on checking volunteers and contractors, http://cyps.northyorks.gov.uk/hr-safeguarding and NYCC Education and Skills guidance on checking host families for educational visits and work experience providers http://visits.northyorks.gov.uk

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. When undertaking interviews, the school has regard to the principles of Value Based Interviewing www.nspcc.org.uk

Where appropriate, the school undertakes checks of/has regard to:

- the Disclosure and Barring Service (DBS)
- the Teacher prohibition list
- the requirements of the Childcare (Disqualification) Regulations 2009
- any Section 128 direction (Academies and Independent Schools)

All NYCC school staff are made aware that they are required to notify their line manager of any convictions or cautions during employment with the Council or if they receive a Penalty Notice for Damage or a Penalty Notice for Disorder. For those who drive on business at any point during their employment (Authority's vehicle or own vehicle), this includes all motoring offences dealt with through the courts and penalty points on driving licences - whether awarded by a court or through fixed penalty notices.

Early Years' Staff are made aware that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the school/setting) or any circumstances which could lead to consideration of disqualification.
Schools must keep a single central record detailing a range of checks carried out on their staff (including supply staff, and teacher trainees on salaried routes) who work at the school and for independent schools, including academies and free schools, all member of the proprietor body.

Statutory requirements are such that:

- an Enhanced DBS check is obtained for all new paid appointments to the school's workforce

- an Enhanced DBS check is obtained for volunteers further to a risk assessment considering the regularity, frequency, duration and nature of contact with children and the level of supervision of the volunteer by another person engaging in regulated activity (see paragraphs 122-128 and Annex F *KCSiE 2016*)
- schools will satisfy themselves that any contracted staff are DBS checked where appropriate (see paragraphs 135-158 *KCSiE 2016*)
- schools will ensure that a check of any teacher prohibitions, including interim orders, is made on all teachers (see paragraphs 97-98 *KCSiE 2016*)
- Academies and Independent Schools will ensure a check of any Section 128 direction
- all new appointments to the school workforce who have lived outside the UK are subject to additional checks as appropriate
- schools must satisfy themselves that agency and third-party staff have undergone the necessary checks by seeking confirmation from the relevant employer
- identity checks must be carried out on all appointments to the school workforce before the appointment is made.

Since 1 January 2010 it has been mandatory that any appointments of maintained school staff are made by a recruitment panel that includes at least one person who has been trained in safer recruitment. Ofsted will request evidence as part of their inspections that each recruitment panel meets this requirement.

Mr Richard Chandler (Headteacher) and…… (School Governor) and Mrs June Wilson have undertaken training in Safer Recruitment and one of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

Training is available as follows:

- Bespoke session for individual or groups of schools through North Yorkshire Education Services http://smartsolutions.northyorks.gov.uk/
- E-learning on NYSCB website http://www.safeguardingchildren.co.uk/learning-improvement/training-courses
- NSPCC on line and face to face training https://www.nspcc.org.uk/what-you-can-do/get-expert-training/safer-recruitment-training/

Visitors

"Schools do not have the power to request DBS checks and barred list checks, or ask to see DBS certificates, for visitors (for example children's relatives or other visitors attending a sports day).

Head teachers and principals should use their professional judgment about the need to escort or supervise visitors."

KCSiE 2016

N. Safer Working Practice

"All staff members should be aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's child protection policy; the school's staff behaviour policy (sometimes called a code of conduct); and the role of the designated safeguarding lead." *KCSiE 2016*

Staff behaviour policy

Schools are required to have in place a staff behaviour policy, (sometimes called a code of conduct). The school adopts and makes all staff and volunteers aware on induction of the *Guidance for Safer Working Practice for those working with Children and Young People in Education Settings*
http://cyps.northyorks.gov.uk/child-protection-and-safeguarding-schools
http://www.saferrecruitmentconsortium.org/
and information provided by NSPCC
http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/grooming/ to ensure that staff are aware of behaviours which should be avoided and that staff and children are safe.

Safer working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them;

O. Staff Induction and Training

School governors and proprietors are responsible for ensuring that staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where they feel able and are supported in their safeguarding role.

Schools should, through training needs analysis, determine what level of training individual staff will require, depending on their roles and responsibilities.

Staff must be able to:

- understand the policy and procedures;
- understand individual staff responsibilities to ensure that concerns for the safety of a child are effectively addressed;
- identify signs of possible abuse and neglect at the earliest opportunity;
- respond in a timely and appropriate way
- communicate appropriately with children
- understand the role of the DSL;
- be aware of external avenues for notifying concerns including the use of escalation and whistle-blowing procedures;
- comply with record-keeping requirements;
- recognise grooming behaviour by adults including inappropriate sexual comments; excessive one-to-one attention or inappropriate sharing of images;
- recognise normal and concerning sexual behaviours of children;
- have up to date knowledge of safeguarding issues

Induction

All staff (including temporary staff, school governors and volunteers) are provided with the school's child protection policy and informed of school's child protection arrangements including the role and identity of the DSL

All staff should read at least part one and Annex A of Keeping Children Safe in Education July 2016

All staff including non-teaching staff and school governors should undergo safeguarding and child protection training

The e-learning Introduction to Safeguarding http://www.safeguardingchildren.co.uk/learning-improvement/training-courses provides a very brief, basic introduction to safeguarding and recognising abuse and neglect. It is aimed at those who have occasional contact with children

The e-learning 'Safeguarding Children in Education' is a more comprehensive module and is considered appropriate induction training for the majority of staff working in schools http://www.safeguardingchildren.co.uk/learning-improvement/training-courses

DSLs and Head teachers should read the NYCC Induction pack available at http://cyps.northyorks.gov.uk/child-protection-and-safeguarding-schools and undertake training in order that they can effectively contribute to interagency working. The

available NYSCB course is *Comprehensive Child Protection Pathway* (CCPP,)
http://www.safeguardingchildren.co.uk/learning-improvement/training-courses

Additional training

Depending on their role and responsibilities some staff will need to undertake additional training to provide them with the relevant skills and knowledge to fulfil that role effectively. http://www.safeguardingchildren.co.uk/learning-improvement/training-courses

Updates

DSLs should update the training specific to this role at least every two years

In addition DSLs should have their knowledge and skills updated at least annually to keep up with any developments relevant to their role, (for example, via accessing the NYSCB website News http://www.safeguardingchildren.co.uk/ following the NYSCB on Twitter
meeting other DSLs.)

All staff should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Other Child Protection Training Resources

School governors can access the NYCC training materials *Safeguarding the children in your school* @ http://cyps.northyorks.gov.uk/child-protection-training-materials

NYSCB online and face to face training http://www.safeguardingchildren.co.uk/training

NYCC Child Protection Whole School training materials with teaching notes to enable DSL to deliver: http://cyps.northyorks.gov.uk/child-protection-training-materials

Online safety training is available from NYCC Education and Skills team
http://nyeducationservices.co.uk

Female Genital Mutilation	http://www.fgmelearning.co.uk/
Domestic Abuse Basic Awareness	www.idas.org.uk/training/index.asp
Forced Marriage	https://www.gov.uk/forced-marriage
Prevent	https://www.elearning.prevent.homeoffice.gov.uk/

Understanding Pathways to Extremism and the Prevent Programme
http://www.safeguardingchildren.co.uk/learning-improvement/training-courses

P. Supervision, Support and Advice for Staff

All staff are given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.

At Thirsk CP school, supervision provides support, coaching and training for staff and promotes the interests of children and fosters a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues.

Supervision provides opportunities for staff to:
• discuss any issues – particularly concerning children's development or wellbeing;
• identify solutions to address issues as they arise; and
• receive coaching to improve their personal effectiveness.

Regular staff appraisals are carried out to review their practice to ensure they improve; identify any training needs and secure opportunities for continued professional development for staff.

Staff will be supported and supervised by *(insert arrangements)*
The designated safeguarding lead will be supported by *(insert e.g. school manager, nominated governor, mentoring arrangement with other designated person)*
Child Protection advice and support is available from… *(Insert names and contacts see Appendix C Contacts list)*

Q. Vulnerable children:

All staff are particularly sensitive to signs that may indicate possible safeguarding concerns and follow appropriate NYSCB/LA guidance: *(School may wish to add to this policy, specific references to their internal procedures and any related policies with reference to below)*

- **Children not attending school** http://cyps.northyorks.gov.uk/elective-home-education

- **Poor or irregular attendance and persistent lateness at school**
  http://cyps.northyorks.gov.uk/school-attendance

- **Children Missing Education** https://www.gov.uk/government/publications/children-missing-education http://cyps.northyorks.gov.uk/children-missing-education

- **Children Missing from Home or Care**
  http://www.safeguardingchildren.co.uk/professionals/missing / https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care
- **Children not collected**http://cyps.northyorks.gov.uk/child-protection-and-safeguarding-schools

- **Children Privately fostered** http://www.safeguardingchildren.co.uk/professionals/private-fostering

- **Child Sexual Exploitation/Grooming**
  http://www.safeguardingchildren.co.uk/professionals/practice-guidance
  https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners

  Online training: http://www.safeguardingchildren.co.uk/learning-improvement/training-courses

- **Children who are Bullied** https://www.gov.uk/government/publications/preventing-and-tackling-bullying

- **Children who self-harm and suicidal behaviour**
  http://www.safeguardingchildren.co.uk/pink-book

  Online training: http://www.safeguardingchildren.co.uk/learning-improvement/training-courses

- **Children who Sexually Harm** http://www.safeguardingchildren.co.uk/professionals/YPWSH

- **Domestic Abuse and Impact on Children**
  http://www.safeguardingchildren.co.uk/professionals/domestic-abuse

  Training: http://www.safeguardingchildren.co.uk/learning-improvement/training-courses

- **Female Genital Mutilation** http://www.safeguardingchildren.co.uk/professionals/fgm

https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

Online training: http://www.safeguardingchildren.co.uk/learning-improvement/training-courses

- **Forced Marriage** https://www.gov.uk/forced-marriage

  Online training: http://www.safeguardingchildren.co.uk/learning-improvement/training-courses

- **Modern Slavery and Human Trafficking**

  http://www.safeguardingchildren.co.uk/admin//uploads/resources/nyp-modern-slavery-toolkit.pdf

  Online training: http://www.safeguardingchildren.co.uk/learning-improvement/training-courses

- **Parental Mental Health**
  Online Training
  http://www.safeguardingchildren.co.uk/learning-improvement/training-courses

- **Private Fostering**
  http://www.safeguardingchildren.co.uk/professionals/private-fostering

- **Radicalisation to extremist behaviour**

  Prevent Guidance
  https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

  Channel Guidance:
  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

  DfE Safeguarding advice for schools: https://www.gov.uk/government/news/new-safeguarding-advice-for-schools-and-childcare-providers

DfE and Home Office Social media guide:
https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

Online training https://www.elearning.prevent.homeoffice.gov.uk/

Understanding Pathways to Extremism and the Prevent Programme
https://nyscb.safeguardingchildrenea.co.uk

- Youth Produced Sexual Imagery

Sexting- Responding to incidents and safeguarding young people
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB__1_.PDF

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