North Yorkshire Safeguarding Children Partnership

School Child Protection Manual

Updated January 2022
(NYCC Update August 2021)

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SECTION A
Michael Syddall CE (Aided) Primary School
Child Protection Policy

North Yorkshire Safeguarding Children Partnership
Sample School Child Protection Policy
Updated: January 2022

School: **The Michael Syddall CE (Aided) Primary School**
Headteacher: **Mrs Alison McHarg**

Named personnel with designated responsibility for Child Protection

Academic year	Designated Safeguarding Lead	Deputy Safeguarding Lead	Board Level Lead/Nominated Governor	Chair of Governors
2021-2022	Alison McHarg	Neil Saunders	Robert Knowles	Robert Knowles
2020-2021	Alison McHarg	Neil Saunders	Robert Knowles	Robert Knowles
2019-2020	Alison McHarg	Neil Saunders	Robert Knowles	Robert Knowles
2018-2019	Alison McHarg	Neil Saunders	Robert Knowles	Robert Knowles
2017-2018	Alison McHarg	Neil Saunders	Robert Knowles	Robert Knowles

Policy Review dates

Review Date	Changes made	By whom	Date Shared with staff
Jan 22	New Policy and manual	AMC/NS	14.01.22
Feb 21	Updated	AMC/NS	05.02.21
March 20	Lockdown amendments	AMC/NS	March 20
Jan 20	Updated	AMC/NS	Jan 20

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

Whole School	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Headteacher
07.09.20 03.21 Safeguarding Update 'Hidden From Harm' March/April 2019 Safeguarding/CP Basic Awareness - Online NYCC *All staff either each date given.	**Alison McHarg** DSL March 2019 Safeguarding Children NYCC DSL – NYCC Training 31.01.22	**Neil Saunders** Deputy DSL June 2020 SSS Learning May 2022	**Alison McHarg** DSL March 2019 Safeguarding Children NYCC DSL – NYCC Training 31.01.22

1. Contents

2. Policy References

The policy updates the sample policy issued in 2020 and is in line with:

- Sections 175 of the Education Act 2002 and Education (Independent School Standards) Regulations 2014.
- North Yorkshire Safeguarding Children Partnership (NYSCP) Safeguarding Procedures and Practice Guidance
- *Working Together To Safeguard Children* HM Government 2018
- *Keeping Children Safe in Education* (KCSIE) DfE 2021
- 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 2021*
  Statutory framework for the early years foundation stage (publishing.service.gov.uk)
- *Sexual Violence and sexual harassment between children in schools and colleges DfE 2021*
- *DfE guidance relating to COVID19*
  https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers

3. Introduction

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 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 2021

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 School Child Protection Manual – Section B – Practice Guidance/Related school safeguarding policies).

Safeguarding and promoting the welfare of children is defined as:
- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

Michael Syddall CE (Aided) Primary School is committed to ensuring the welfare and safety of all children in school. All North Yorkshire schools, including Michael Syddall CE (Aided) Primary School, follow the North Yorkshire Safeguarding Children Partnership procedures. The school will, normally, 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 our school website or a paper copy may be requested from the school office.

4. School Commitment

The Designated Safeguarding Lead is: Mrs Alison McHarg

And the person/s who deputise/s in their absence is/are: Mr Neil Saunders

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 or

Physical Health Issues (ref. KCSIE para 185).   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.

Multi-agency working in North Yorkshire

With effect from 29th September 2019, North Yorkshire Safeguarding Children Partnership amalgamated with North Yorkshire Children Trust Board to form the North Yorkshire Safeguarding Children Partnership (NYSCP). The school has a pivotal role to play in multi-agency safeguarding arrangements NYSCP, and contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children 2018.

The three statutory safeguarding partners (North Yorkshire County Council, Health, and Police) have made arrangements to allow all schools and colleges in the local area to be fully engaged, involved and included in the new safeguarding arrangements. As a named as a relevant agency we are under a statutory duty to co-operate with the published arrangements.

THE SCHOOL IS AWARE OF AND WILL ALWAYS ACT IN LINE WITH THE NYSCP POLICIES AND PROCEDURES AND PRACTICE GUIDANCE

5. Roles and Responsibilities

The Governing Body/Proprietor/Management Committee should ensure that:

- the school has a whole school approach to safeguarding and that all systems, processes and policies operate with the best interests of the child at their heart
- the school is aware of and 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
- the school understands the local criteria for action and the local protocol for assessment (see the Framework for Decision Making)
- 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 strategic leadership responsibility for the school's safeguarding arrangements (e.g. nominated governor)
- the school has a child protection policy and procedures in place. They are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the NYSCP, are updated annually, and available publicly either via the school or college website or by other means
- the school has a behaviour policy in place, which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying

- there is recognition of the expertise that staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy
- the child protection policy and procedures are provided to and read by all staff, including temporary staff and volunteers, on induction.
- all staff read at least part one (or Annex A, if appropriate) of KCSIE 2021 and all leaders and staff who work directly with children read Annex B of KCSIE 2021
- mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of KCSIE 2021 to ensure that all staff understand and follow the policies and procedures adopted by the governing body
- all staff undertake appropriate child protection training (including online safety)
- 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 C 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 and appropriately trained to promote the educational achievement of children who are looked after and have previously been looked after, (children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales,) and should work with the Virtual School Head.
- staff have the skills, knowledge and understanding necessary to keep looked after, and previously looked after children safe
- appropriate staff have the information they need in relation to a child's looked after legal status
- the DSL holds information on which children have a social worker so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes and that child protection files are maintained
- the school accesses a range of advice to help them identify children in need of additional mental health support
- 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, and 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. CYPS Information Site includes a model acceptable use policy for staff and governors to sign (in the NYCC Online Safety Guidance for Schools)
- the school has a code of conduct for governors
- the school has procedures for dealing with allegations of abuse against staff, including supply staff, and volunteers that comply with guidance from the NYSCP and locally agreed inter-agency procedures (see School Child Protection Manual – Section B - Practice Guidance/Allegations Regarding Person(s) Who Work With Children in this policy)
- 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 harmed or poses a risk of harm to a child or vulnerable adult and the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left

- children are taught about safeguarding, including online, through teaching and learning opportunities, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed. Schools should consider all of this as part of providing a broad and balanced curriculum. This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded) The statutory RSHE guidance can be found here
- 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 123). UK Safer Internet Centre
- as schools increasingly work online that children are appropriately safeguarded and additional guidance to keep children safe online, (including when they are on line at home) is provided in KCSIE Para 123 - 135 and at safeguarding-in-schools-colleges-and-other-providers and safeguarding-and-remote-education
- all staff and governors recognise that children are capable of abusing their peers (including online).

- A policy and procedures are in place with regards to peer on peer abuse and followed by all staff (ref KCSIE paras 46 -54 and 144 - 146, and KCSIE Part 5 Child on Child Sexual Violence and Sexual Harassment), all staff should have due regard to this and updated DfE guidance Sexual Violence and sexual harassment between children in schools and colleges (September 2021).
- the school has due regard to the duties to prevent people from being drawn into terrorism and to protect and prepare pupils against the risk of a terrorist attack (there is a definition of terrorism in Annex B- Preventing Radicalisation).
- 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 85 and 164) 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
- **Use of school premises for non-school activities** Where the school rents out school facilities / premises to organisations or individuals, they should ensure that appropriate arrangements are in place to keep children safe.   The governing body should seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as necessary) KCSIE paras 155 - 156
- there is an annual review of policies and procedures and the NYSCP Schools' Safeguarding Audit is completed and submitted every other year as required by NYSCP
- 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
- systems are well promoted, easily understood and easily accessible for children to confidentially report abuse, knowing their concerns will be treated seriously and knowing they can safely express their views and give feedback
- staff are aware that children with SEN, disabilities, mental health or medical conditions can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children and this policy links with the schools SEND policy

The Headteacher/Principal 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:

The DSL role is set out in full in KCSIE 2021 Annex C and this should be explicit in the DSL's job description. The role carries a significant level of responsibility and they should be a senior member of staff on the school's leadership team and take lead responsibility for safeguarding and child protection (including online safety). They should be given the time, funding, training, resources and support to carry out their role and to provide advice and support to other staff on child welfare, safeguarding 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.

The DSL 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
- Refer cases to the Channel panel through the universal referral form where there is a radicalisation concern as required
- Support staff who make referrals to the Channel panel
- 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 (the guidance NPCC- When to call the police should help DSLs understand when they should consider calling the police and what to expect when they do.)
- 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
- 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
- Access a range of advice to help them identify children in need of additional mental health support.   More information can be found in the mental health and behaviour in schools guidance,

Work with others

- Act as a source of support, advice and expertise for staff
- Act as a point of contact with the three safeguarding partners
- As required, liaise with the 'case manager' and the LADO for child protection concerns in cases which concern a staff member

- 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
- Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety,) and when deciding whether to make a referral by liaising with relevant agencies, so that children's needs are considered holistically
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college . This includes:
- Ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
- Support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Training, knowledge and skills

The DSL should 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.

This training should provide them with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children as well as specific harms that can put children at risk and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they can:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;

- 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;

- Understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;

- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;

- Be alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;

- Be alert to the additional barriers to recognising abuse and neglect in children with special educational needs and disabilities or physical health issues; including assumptions that indicators of possible abuse relate to the child's condition, understanding that these children are more prone to peer group isolation or bullying, that children may be disproportionately impacted by behaviours such as bullying without showing outward signs and communication barriers and difficulties impact on managing or reporting challenges.

- Understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;

- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;

- Can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;

- Obtain access to resources and attend any relevant or refresher training courses; and,

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

They should refresh their knowledge and skills (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments and news such as those provided by the NYSCP (https://www.safeguardingchildren.co.uk/professionals/nyscp-e-bulletin/) and NSPCC)

at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.

Training should support the DSL in developing expertise so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. Specifically to ensure that staff are supported during the referral process and support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Raising Awareness

The DSL should:

- Ensure each member of staff has access to, and understands the school's child protection policy and procedures, especially new and part time staff
- 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 and staff 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 or college in this; and
- Link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on safeguarding arrangements.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Providing Support to Staff

All staff should be aware of the systems in school which supports safeguarding and these should be explained to them at induction, including

- Child protection policy, including peer on peer abuse,
- Behaviour policy,
- Staff behaviour policy (code of conduct)
- Safeguarding response to children who go missing from education
- Role of the DSL.

Understanding the views of children

It is important that children feel heard and understood. The DSL should be supported in developing knowledge and skills to encourage a culture of listening to children and taking account of their wishes; and understand the difficulty children may have in approaching staff and consider how to build trusted relationships which facilitate communication.

Holding and Sharing Information and Managing the Child protection file

- The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

- Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

- Records should include:
    - a clear and comprehensive summary of the concern;
    - details of how the concern was followed up and resolved;
    - a note of any action taken, decisions reached and the outcome.

- They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing guidance.

- Where children leave the school or college (including in year transfers) ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Receiving schools should ensure that key staff such as DSLs and SENCOs are aware as required. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.

- Ensure that CP records are retained for an appropriate length of time and the school has regard to any other requirement requiring specific retention periods. 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 [here](#)

- Ensure that, if a child goes missing or leaves to be educated at home, the child protection file is stored securely in school in line with school's data storage arrangements.

- Ensure that the North Yorkshire Children & Families Service is informed where the child leaves the school.
- [NYCC Elective Home Education Policy and Procedures](#) can be accessed for further guidance

Availability

- The DSL should always be available during term time (during school hours) for staff in the school or college 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 School Leaders, Staff and Volunteers should:

- Read at least Part one (or Annex A, if appropriate) and Annex B of KCSIE 2021
- Receive appropriate child protection training, including online safety training, at induction and which is regularly updated, (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 systems within their school or college 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); the identity and role of the DSL and any deputies and the safeguarding response to children who go missing from education
- Know what to do if a child tells them they are being abused or neglected and know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved. Staff should never promise a child that they will not tell anyone about a report of abuse
- Be aware of the process for making referrals to children's social care where there are concerns about a child's welfare, for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments

- 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
- Be aware of children who may need support with their mental health
- 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
- **Always** speak with the DSL where there are concerns about a child
- Speak to a member of the SLT and / or take advice from local children's social care if the DSL is not available
- 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
- Use the NYSCP professional resolution procedure and 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
- 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
- Be aware of the school or setting's emergency procedures regarding lock-down and invacuation, guidance available here
- Refer concerns to the Headteacher/principal where there are concerns about another staff member,
- Refer concerns to the chair of governors or LADO where the Headteacher is also the sole proprietor where there are concerns about the Headteacher or principal
- Rise concerns about poor or unsafe practices and potential failures in the school's safeguarding regime and where, necessary have regard to whistleblowing procedures (The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – or email: help@nspcc.org.uk
- Be aware of local early help https://www.safeguardingchildren.co.uk/professionals/early-help/ process and understand their role in line with Working Together to Safeguard Children 2018, and be particularly alert to the potential need for early help for a child who:

  - is disabled or has certain health conditions and has specific additional needs

  - has special educational needs (whether or not they have a statutory Education, Health and Care Plan)

  - has a mental health need

- is a young carer

- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines

- is frequently missing/goes missing from care or from home

- is at risk of modern slavery, trafficking, sexual or criminal exploitation

- is at risk of being radicalised or exploited

- has a family member in prison, or is affected by parental offending

- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse

- is misusing drugs or alcohol themselves

- has returned home to their family from care

- is at risk of "honour" based abuse such as Female Genital Mutilation or Forced Marriage

- is a privately fostered child

- is persistently absent from education, including persistent absences for part of the school day

- Not assume a colleague or another professional will take action and share information that might be critical in keeping children safe and be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.   Staff should be vigilant and always raise any concerns with their DSL or deputy.

- Speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM) and be aware that there is a specific **legal** duty on **teachers, if,** in the course of their work in the profession, they discover that an act of FGM appears to have been carried out on a girl under the age of 18, and that they **must** report this to the police.

- Should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

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

6. 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. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and **all** staff should be aware of it and of their school policy and procedures for dealing with it.

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.

7. Children potentially at greater risk of harm

All children should be protected but some groups of children are potentially at greater risk of harm.

Children who need a social worker (Child in Need and Child Protections Plans)

Children may need a social worker due to safeguarding or welfare issues, this can lead them to be vulnerable to further harm as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. This should inform decisions about safeguarding and promoting welfare, considering the provision of pastoral and / or welfare support, alongside action by statutory services.

Children missing from education

This can be a vital warning sign to a range of safeguarding issues and the response of the school will support identifying abuse help prevent the risk of the child going missing in the future.

Elective Home Education (EHE)

School recognises that many home educated children have a positive learning experience, but it can also mean that some children are less visible to services that are there to keep

them safe. School will follow local arrangements where parents express their intention to remove a child from school. [NYCC Elective Home Education Policy and Procedures](#)

Children requiring mental health support

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The school has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

The senior mental health lead for the school is Nickie Young. They will access training and resources to develop the whole school approach to mental health and wellbeing.

Looked after children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The school will hold the information in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. The school will hold the name of the child's social worker.

The school recognises that a previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe.

8. Procedures

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

All staff and volunteers follow the [NYSCP Child Protection Procedures and Practice Guidance](#) which are consistent with *Keeping Children Safe in Education 2021*; *Working Together to Safeguard Children 2018* and *What To Do If You Are Worried A Child is Being Abused 2015*

Extra Familial Harm – (Contextual Safeguarding)

All staff should be aware that Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments.   **All** staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. It is important that schools provide as much information as possible so that assessments can consider any harm in contexts outside the home. Extra familial harms

take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and County Lines

Staff should recognise that children with SEN, disabilities and certain health conditions can face additional safeguarding challenges. 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, disabilities and certain health conditions can be more prone to peer group isolation and disproportionally impacted by behaviours such as bullying, without outwardly showing any signs and may have communication barriers and difficulties overcoming these barriers.

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. 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.

Safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nude images and / or videos can be signs that children are at risk.

All staff should be aware of how the school manages and supports issues of Peer on Peer Abuse, Sexual Harassment, Online Sexual Abuse and Sexual Violence – (See Section B – School Practice Guidance)

Other safeguarding issues all staff should be aware of include:

- Child Sexual Exploitation (CSE) and Child Crimimal Exploitation (CCE) (See School Child Protection Manual - Section B - Practice Guidance/Child Sexual Exploitation (CSE) and Child Criminal Exploitation)
- Domestic abuse) (See School Child Protection Manual - Section B - Practice Guidance/Domestic Abuse)
- Female Genital Mutilation (FGM) – See NYSCP Female Genital Mutilation (FGM) One Minute Guide
- Peer or peer abuse (child on child) (see School Child Protection Manual Practice Guidance - Peer On Peer Abuse /Child On Child Abuse Including Sexual Violence And Sexual Harassment)

- Serious violence (See School Child Protection Manual - Section B - Practice Guidance/Peer on peer abuse / child on child abuse including sexual violence and sexual harassment)

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 related to serious crime, including knife crime
- any concerns relating to peer abuse
- any concerns relating to youth produced sexual imagery (sexting)
- any concerns relating to a child's engagement with extremist groups or ideologies

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 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 they 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:

- if they believe there is immediate risk of significant harm to a child and therefore should contact North Yorkshire Police on 999
- if they should report a crime that does not need an emergency response by calling 101
- if there is an urgent safeguarding concern and they should call the Customer Resolution Centre on 01609 780780
- any urgent medical needs of the child
- whether to make an enquiry to the Customer Resolution 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 eg North Yorkshire County Council Children & Families Service (See School Child Protection Policy Manual – Section B Practice Guidance and Contacts)
- 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
- whether to make a referral to statutory services as the child may be in need or 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 early help assessment and/or make a referral for other services

Consent

It is good practice that agencies work in partnership with parents and carers and they are informed of your concerns with consent obtained for referrals.

Consent is always required for referrals to services such as Prevention Service, without it, the services available to the family may be limited.

Consent is not required should you believe informing the parents or carers would place a child at significant risk of harm.

Where consent has not been obtained, and professionals feel that a referral is still warranted, they should submit a referral detailing their actions and inform parent and carers of their actions. In cases of suspected Child Sexual Abuse in the family and Fabricated or Induced Illness it is best practice NOT to inform the family of the referral.

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 made by submitting a universal referral form or the Early Help Assessment form, if this has been completed

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 NYSCP procedures
- 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

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome

All sensitive and CP records are held securely, kept confidential and are only accessible to those who need to know.

When sharing confidential information about a member of staff or pupil, the school has regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR and where relevant, the Education (Pupil Information) (England) Regulations 2005 and the Freedom of Information Act 2000. Advice on information sharing advice for practitioners can be accessed here.

The school notes that Keeping Children Safe in Education (2021) para 108 The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare. This includes allowing practitioners to share information without consent.' KCSIE 2020 para 109.
If in any doubt about sharing information staff should speak to the DSL.

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
- Online activity

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

e) 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.

SECTION B - School Practice Guidance

Section B - School Practice Guidance

1. Allegations regarding person(s) who work with Children

Where an allegation is made against any person working in or on behalf of the school, or any other person who works with children, (including supply staff, volunteers and contractors) 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 they may pose a risk of harm to children
d. behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Allegations management in the school will be undertaken by the Headteacher or principal or (where the Headteacher or principal is the subject of an allegation) the chair of governors or the chair of the management committee or proprietor of an independent school (the 'case manager').   Where the Headteacher is the sole proprietor, or where there is a conflict of interest in reporting to the Headteacher, this should be reported directly to the LADO.

The school has 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. **This is a legal duty and failure to refer when the criteria are met is a criminal offence.**

Where the school dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they **must** consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

Supply teachers

Where the school is not the employer of an individual they still have responsibility to ensure allegations are dealt with appropriately and that they liaise with the relevant parties (this includes supply teachers and volunteers).

Whilst schools are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school decide to cease to use a supply teacher due to safeguarding concerns without finding out the facts and liaising with the LADO to determine a suitable outcome. Agencies should be fully involved and fully cooperate in any enquiries, but the school will usually take the lead.

School will always follow: The NYSCP practice guidance and DfE Guidance *Keeping Children Safe in Education* 2021 part 4:

School will immediately contact the Duty Local Authority Designated Officer (LADO) on **01609 533080** and then, where appropriate, submit a LADO referral form within one working day:

Where a child may have suffered significant harm the school will also submit a referral to Children's Social Care.

Detailed and accurate records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely All records will be retained securely either on CPOMS system and any paper records HT filing cabinet securely locked.

Initial Action

- The person who has received an allegation or witnessed an event **MUST** immediately inform the Headteacher or principal, (the senior manager,) make a record and have regard to the school's whistleblowing procedure
- In the event that an allegation is made against the Headteacher or Principal the matter will be reported to the alternative 'senior manager' as described above
- In the event of an allegation being made against the Headteacher or Principal, where they are also the sole proprietor of an independent school, allegations will be reported directly to the LADO
- The senior manager 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 senior manager 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 senior manager will consult with the Duty LADO (**01609 533080**) 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

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 2021.

Schools should have policies and processes to deal with lower level concerns that do not meet the harm threshold, to record concerns and take appropriate action to safeguard children. KCSIE Part four paras 406 - 427

2. Alternative Provision and Work Experience

This school is committed to safeguarding our children even if they are placed in alternative provision for a period within the school day/week. We therefore seek written reassurance that any Alternative Provision provider has acceptable safeguarding practices in place including, a child protection policy, their response to concerns about a child, safer recruitment processes; attendance and child missing education procedure, and appropriate information sharing procedures. The school will also obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff i.e. those checks that we would otherwise perform in respect of our own staff.

Alternative Provision

The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to.

Guidance is available at:
- [Alternative provision - DfE Statutory Guidance](#)

- [Education for children with health needs who cannot attend school - DfE Statutory Guidance](#)

Where we place one of our pupils with an alternative provision provider, we continue to be responsible for the safeguarding of our pupil, and will seek written assurances in order to be satisfied that the provider meets the needs of our pupil.,

Work Experience

When we organise work experience placements we will ensure that the placement provider has policies and procedures are in place to safeguard our pupils and protect them from harm.

Barred list checks by the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement. We will consider the specific circumstances of the work experience placement. Consideration will be given in particular to the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary. These considerations would include whether the person providing the teaching/training/instruction/supervision to the child on work experience will be:

- unsupervised themselves; and
- providing the teaching/training/instruction frequently (more than three days in a 30 day period, or overnight)

If the person working with our pupil is unsupervised and the same person is in frequent contact with our pupil, the work is likely to be regulated activity. If so, we will ask the

employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.

We are aware that we are not able to request an enhanced DBS check with barred list information for staff supervising our pupils who are aged 16 or 17 years old.

If the activity undertaken by our pupil on work experience takes place in a 'specified place', such as a school or college, and gives the opportunity for contact with children, this may itself be considered to be regulated activity. In these cases, and where our pupil is 16 years of age or over, the work experience provider should consider whether a DBS enhanced check should be requested for them

3. Boarding schools, residential special schools, residential colleges and children's homes

Boarding schools, residential special schools, residential colleges and children's homes have additional requirements with regard to safeguarding as set out in National Minimum Standards and Regulations and all schools with residential provision for children **must** comply with them. Schools and colleges that provide such residential accommodation and/or are registered as children's homes should be alert to inappropriate pupil or student relationships and the potential for peer on peer abuse, particularly in schools and colleges with a significant gender imbalance. They should be particularly alert to signs of abuse and work closely with the host Local Authority and where relevant, placing Local Authorities.

4. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE):

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the

harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Further information about CCE including definitions and indicators is included in KCSIE 2021 Annex B

Child Sexual Exploitation (CSE):

CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Further information about CSE including definitions and indicators is included in KCIE 2021 Annex B.

The DfE provides: [Child sexual exploitation: guide for practitioners](#)

County Lines:

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and

money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;

- have been the victim or perpetrator of serious violence (e.g. knife crime);

- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;

- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;

- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;

- owe a 'debt bond' to their exploiters;

- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

NYSCP Guidance on Criminal Exploitation and County Lines is here

Modern Slavery and the National Referral Mechanism:

School recognises that modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour, it can include sexual exploitation and the removal of organs.   Trafficking is where children and young people are tricked, forced or persuaded to be moved or transported and then exploited, forced to work or sold. Children are trafficked for sexual and criminal exploitation, benefit fraud, forced marriage, domestic slavery, forced labour, committing crime like theft, county lines. School will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and/or other children. National NRM guidance available here.

MACE (Multi-Agency Child Exploitation):

Within North Yorkshire, the identification, risk assessment, risk management, investigation and recovery with regards to all forms of Child Exploitation and Contextual Safeguarding are covered by our Multi-Agency Child Exploitation (MACE) and Contextual Safeguarding arrangements. MACE is an umbrella term for the following vulnerabilities Child Criminal Exploitation (including County Lines), Child Sexual Exploitation, Missing from Home, Modern Slavery and Human Trafficking, Online Child Exploitation, Harmful Sexual Behaviour and Wider Contextual Safeguarding. The Level 1 MACE arrangements encompass the risk identification, risk assessment and risk management of children and young people who may be at risk of exploitation for more information see here and the Level 2 MACE arrangements relate to the multi-agency information sharing and problem solving of hotspots/locations, persons who may pose a risk of exploitation and themes for more information see here. MACE Level 2 meetings should be regularly attended by DSLs for schools, for more information about those meetings please email MACE@northyorks.gov.uk. The NYSCP MACE Practice guidance can be found on the NYSCP website here.

5. Confidentiality

School has regard to DfE guidance on Information Sharing:

'Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children and young people at risk of abuse or neglect.'

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

6. Contacts

North Yorkshire County Council Children & Families Service: Early Help

Locality Telephone Numbers

Early Help East

Scarborough, Whitby, Ryedale   01609 534852

Early Help West

Harrogate, Craven, Knaresborough, Ripon   01609 534842

Early Help Central

Hambleton, Richmondshire, Selby   01609 534829

Advice and Referral

Customer Resolution 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 533080

Susan Crawford (LADO Manager)	01609 532152	07813 005161
Julie Kaye	01609 532508	07973 825752
Andy Kenyon	01609 534215	07973 792398

Safeguarding Unit Manager
Heather Pearson   01609 532301

Business Support including CME Coordinator (Children Missing Education)

Safeguardingunit@northyorks.gov.uk   01609 532477

NYSCP Business Unit   01609 535123
nyscp@northyorks.gov.uk

NYCC HUMAN RESOURCES
NYHR@northyorks.gov.uk   01609 798343

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

The online tool directs to the relevant local children's social care contact number.

7. 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. Children are taught about safeguarding including online safety and we recognise that a one-size fits all approach may not be appropriate for all children.

The school has implemented the statutory requirements of relationships and sex education and health education which is compulsory for all schools from September 2020 . The statutory requirements could be taught through a wider Personal, Social, Health Education (PSHE) curriculum which incorporates 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 when they are at risk and how to get help when they need it including on-line safety.

We do this by:

- developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education including awareness of relationship abuse, and other abuse, sexual violence and harassment, peer on peer abuse, bullying, prejudice based bullying and violence based on a person's sexual orientation, gender, faith or race, hate crime,
- enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media and the impact on sexual behaviour, for example sexting and accessing pornography
- developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance, 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
- making available appropriate local and online advice

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.

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 and data from the bi-annual Growing Up in North Yorkshire survey.

The following Information is made available to pupils. School's arrangements for consulting with and listening to pupils are daily in class, circle time/PSHE/Buddies/playground leaders/Syddall's Soldiers and school council. We make pupils aware of these arrangements by talking to them regularly and it is part of our daily practice.

We take part in the Growing up in North Yorkshire Survey, online anonymous reporting systems. We make pupils aware of these arrangements by circle times, class activities, assemblies and clubs such as Syddall Soldiers and points of contact including staff including the school's Pastoral and Wellbeing Lead in school and helplines and posters are displayed around school.

8. 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 and further supporting resources from the North Yorkshire Healthy Schools Website and also see also NSPCC teaching resources and lesson plans

Safeguarding Curriculum Training and consultancy for schools 2021/22
A programme of Safeguarding curriculum training and consultancy is available to schools through North Yorkshire Education Services

9. Cybercrime

Cybercrime is criminal activity committed using computers and / or the internet. Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and

[National Cyber Security Centre - NCSC.GOV.UK   Cyber Choices aims to intervene where young people are at risk of committing or being drawn into low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.](#)

10.   Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected".

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and / or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves of the abuse or may have had to leave the family home as a result.

[Operation Encompass](#): where police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult in school before the child or children arrive at school the following day.

Refuge run the National Domestic Abuse Helpline, 24 hours a day on 0808 2020 247. Advice is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)

- [Refuge what is domestic violence/effects of domestic violence on children](#)

- [SafeLives: young people and domestic abuse](#)

NYSCP guidance is also available:

https://www.safeguardingchildren.co.uk/Resources/practice-guidance-domestic-abuse/

11.   Early Years (provision for Children 0-5 years)

Schools are required to comply with the Statutory framework for the early years foundation stage 2021 [Statutory framework for the early years foundation stage (publishing.service.gov.uk)](publishing.service.gov.uk)

Section 3 – The safeguarding and welfare requirements. In section 3.3 schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy. School may wish to include the following requirements in the policies as suggested below (in red):

Child Protection policy:

EYFS 3.4 Policies should be in line with the guidance and procedures of the relevant local safeguarding partners (LSP). Policies must cover the use of mobile phones and cameras in the setting. To safeguard children and practitioners online, providers will find it helpful to refer to "Safeguarding children and protecting professionals in early years settings: online safety considerations" [Safeguarding children and protecting professionals in early years settings: online safety considerations - GOV.UK (www.gov.uk)](www.gov.uk)

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, how they will be used and stored
- 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
- Who will have access to stored images and how this is to be monitored

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 is stored away from the EYFS classrooms whilst children, volunteers and parents are on site
- 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

Child Protection policy

EYFS 3.69 Information and records

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. Schools are required to have regard to the disqualification guidance published by the Department for Education, which is available at [Disqualification under the Childcare Act 2006 - GOV.UK (www.gov.uk)](www.gov.uk)
- Disqualification by association is still relevant for childminders and childcare registered under domestic premises including where a childminder or assistant works on non-domestic premises (50% rule).

Safe Working Practice/Code of Conduct:

EYFS 3.19 Staff taking medication/other substances

EYFS 3.20 Equality and diverse workforce

EYFS 3.25 First Aid

EYFS 3.27 Key person

EYFS 3.28 Staff: child ratios

Health and Safety policy:

EYFS 3.45 – 3.47 Medicines

EYFS 3.51 and 3.52 Accident or injury

EYFS 3.55 and 3.56 Safety and suitability of premises, environment and equipment

EYFS 3.65 Risk assessment

Behaviour policy:

EYFS 3.53 – 3.54 Managing children's behaviour

Complaints' policy

EYFS 3.75 and 3.76 Complaints

12.   Host Families, homestay during exchange visits

School/college arranged homestay – suitability of adults in UK host families

When arranging a homestay, we will consider the suitability of the adults in the respective families who will be responsible for the visiting child during the stay.

In circumstances where we arrange for a visiting child to be provided with care and accommodation in the UK (including where we engage a company to make those arrangements) in the home of a family to which the child is not related the responsible adults will be engaging in regulated activity for the period of the stay. In such cases and where we have the power to terminate such a homestay we are the regulated activity provider.

Where the child's parent(s) or a student themselves arranges their own homestay, this would be a private arrangement therefore we would not be the regulated activity provider

When we arrange a homestay we will consider what intelligence/information will best inform our assessment of the suitability of the adults in those families who will be responsible for the visiting child during the stay and use our professional judgement to decide what is relevant. We will obtain a DBS enhanced certificate with barred list information.

In addition to those engaging in regulated activity, we will decide whether we consider it necessary to obtain a DBS enhanced certificate in respect of anyone aged 16 or over in the household.

Suitability of adults in host families abroad

It is not possible to obtain criminality information from the DBS about adults who provide homestays abroad. We will liaise with partner schools abroad, to establish a shared understanding of, and agreement to the arrangements in place for the visit. We will use professional judgement to satisfy ourselves that the arrangements are appropriate and sufficient to safeguard every child who will take part in the exchange and make parents aware of agreed arrangements.

13.   Partnership with Parents and Carers

The school shares a purpose with parents to keep children safe from harm and to have their welfare promoted. Parents can access links on our website to support networks and can notify us of any concerns (safeguarding, welfare or otherwise) that go directly to our Pastoral & Wellbeing Mentor.

These links may also be useful:

NYSCP

NSPCC

CEOP
Internet Matters
Parent Zone
Childnet
Parents Protect
A-Z Index for Schools and Curriculum

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. We encourage parents to discuss any concerns they may have with class teachers and as appropriate Mrs McHarg (HT) Mr Saunders (DHT) or Nickie Young (PWM). We make parents aware of our policy and any updates on our school website.

14.   Partnerships with other agencies

The school recognises that it is essential to establish positive and effective working relationships with other agencies We work closely with Prevention Service, Children and Families Service, Police, Social Care and Hub provisions. Further organisations if/when appropriate including the District Council, NSPCC, ChildLine and any other as required.

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.

15.   Online Safety

The school recognises that it is essential that children are safeguarded from potentially harmful and inappropriate online material.

There are four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example:

pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. Reports of pupils or staff at risk can be made to the Anti-Phishing Working Group (https://apwg.org/).

Online safety is reflected in all relevant policies and is considered in curriculum planning. The school has a clear policy on the use of mobile and smart technology, and access by children at school is managed to prevent sexual harassment by peers, sharing of indecent images, viewing and sharing pornography and other harmful content.

Where children are undertaking **Remote Learning** the school ensures this is done Safely.

Governors ensure that appropriate **Filters and Monitoring** systems are in place to limit children's expose to risk.

The school undertakes an annual **Review of online safety** and an annual risk Assessment.

KCSIE 2021 Annex D

16.   Peer on Peer abuse/Child on Child abuse including Sexual Violence and Sexual Harassment

Updated DfE statutory guidance Sexual Violence and sexual harassment between children in schools and colleges (September 2021) is available here.

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that **all** staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);

- abuse in intimate personal relationships between peers;

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);

- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);

- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);

- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and

- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

Serious violence

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

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines](#) guidance.

Additional information and support

DfE advice [What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on abuse and neglect and what to look out for.

Annex B of KCSIE 2021 contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

Where the concerns are of a sexual nature the DSL will have regard to the NYSCP guidance ['Children and Young People Who Display Sexualised Behaviour'](#)

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 updated 2020 guidance: ' UK Council for Child Internet Safety Guidance ['Sexting In Schools and Colleges Responding to Incidents and Safeguarding Young People'](#).

School will make children and young people aware of the new Childline and Internet Watch Foundation (IWF) tool which helps children and young people to report a nude image or video of themselves that has been shared online. The IWF can then take steps to remove it from the Internet. More information from the IWF can be found **HERE** and the Childline reporting tool, 'Report Remove', can be found **HERE**.

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.

Through our curriculum including Relationships and Sex Education and Personal Social Health Education we endeavour to minimise risk and raising awareness of peer abuse. We also deal with incidents, questions or topical issues as they arise following a restorative approach. We use appropriate resources from recognised and recommended providers such as NYSCP, NSPCC and our Pastoral Wellbeing Mentor will support teachers as and when appropriate.

A document is available at the end of this guidance to support schools to review and put in place effective practice in relation to Peer on Peer Sexual Harassment, Online Sexual Abuse and Sexual Violence.

Supporting Effective Practice

Peer on Peer Sexual Harassment, Online Sexual Abuse and Sexual Violence

At Michael Syddall CE (Aided) Primary School, we recognise that even if there are no reported cases of peer on peer sexual harassment, online sexual abuse and sexual violence (including sexualised language), such abuse may still be taking place in our school and is not being reported. The assumption that such abuse is happening is in line with government and Ofsted recommendations.

At Michael Syddall CE (Aided) Primary School, we have a **zero-tolerance** approach to abuse. It is never to be passed off as "banter", "just having a laugh", "part of growing up" or "children being children" as we know that can lead to a culture of unacceptable behaviours and an unsafe environment for our children and young people.

We recognise that it is **more likely** that girls will be victims and boys perpetrators, but all peer on peer abuse is unacceptable and is taken seriously. We will ensure that no child or young person is ever made to feel ashamed for making a report.

All staff have undertaken training to recognise the different forms that peer or peer abuse can take, including:

•   bullying (including cyberbullying, prejudice-based and discriminatory bullying);

•   abuse in intimate personal relationships between peers;

•   physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);

•   sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);

- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);

- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and

- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Actions school needs to implement:	Action(s) identified by the school to ensure this is effectively implemented (time scale and person(s) responsible):	Monitoring the effectiveness of the schools actions on outcomes for children:	Supporting information and resources (add details of any additional resources used):
School ensures that staff are confident to recognise and report concerns.	Whole staff training (by end of Summer Term 2022 – SLT)	Whole staff training and follow up workshop session. Training will potentially check understanding as part of review. Any further actions and follow up will be recorded throughout the year.	*Keeping Children Safe in Education 2021 paras 31 – 39, paras 46 54, paras 144 -145, Part 5 and Annex B p. 137 – 144.* *'What to do if you're worried a child is being abused'* *DfE Guidance – Sexual violence and sexual harassment between children in schools and*

			colleges September 2021 *https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges.* <u>Online Sexual Harassment Guidance and Policy from the School of Sexuality Education</u>: https://schoolofsexed.org/guidance-for-schools
School has put in place robust procedures to minimise the risk of peer on peer abuse.	Reported and recorded in the way all safeguarding concerns are raised – via cpoms. (Ongoing and everyone responsible) Regular discussions and signposts of who children can talk to if they have any concerns. PSHE lessons includes and teaches children who they can talk to about their concerns/worries/thoughts.	Follow up with pupils as appropriate this may be in the form of small group (individuals involved) or wider group or class context depending on situation, incident and circumstances. Parents/carers/outside agencies if and when appropriate. Linked to further work through behaviour policy, pastoral support, relationships, sex (if appropriate) and health education curriculum, etc.	*Beyond Referrals: levers for addressing harmful sexual behaviour in schools (Contextual Safeguarding Network)* *• Student Survey* *• Staff Survey* *• Parents' Survey* *• Reviewing Policies and Procedures* *• Reviewing Safeguarding and Behaviour Logs in Schools* *• Hotspot Mapping Guidance* *Pre-recorded webinars to support some aspects of the toolkit including effective Student Engagement* *https://www.csnetwork.org.uk/en*

The School curriculum covers relationships, sex and health education and specifically addresses sexual harassment, online abuse, sexual violence and issues of consent and healthy relationships.	All staff understand policy, workshops with parents as appropriate linked to our PSHE curriculum. (Curriculum in place – everyone responsible to some extent, teachers planning and delivering curriculum, followed up by SLT)	See Relationships and Sex Education (RSE) Policy (link on website.	*Online Sexual Harassment: Guidance for Students. This document provides guidance for young people on what online behaviours constitute sexual harassment, and what to do if they experience any form of online harm* *Preventing sexual harassment in schools the role of PSHE education by the PSHE association can be accessed here* *https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preventing-sexual-harassment-schools* *Project de Shame Teaching resources to use with 9-12 year olds – Just a joke- sexualised online bullying* *problematic online sexual behaviour, with a focus on online sexual harassment e.g.*

			bullying or harmful behaviour online based on gender or sexual orientation stereotypes, body-shaming, nudity and sexually explicit content. *https://www.childnet.com/resources/just-a-joke* *Step Up, Speak Up! Teaching Toolkit for 13-17 year olds.* *issue of online sexual harassment amongst 13-17 year olds.* *Increase awareness and understanding on peer-on-peer online sexual harassment* • *Address responses to those targeted, including tackling victim-blaming culture* • *Call on young people to report if they see it happening online* *https://www.childnet.com/resources/step-up-speak-up/teaching-toolkit*
School has systems in place for children and	As with all safeguarding and worries, pupils have adults	From talking to pupils formally and informally we know they	*Peer-on-peer abuse toolkit (Farrer and Co) Legal*

young people to confidently report abuse, and know their concerns will be treated seriously.	they can trust and talk. This includes all adults in school particularly their class teachers, teaching assistance and our Pastoral & Wellbeing Mentor who is accessible in school every day. Ongoing and by all staff.	feel safe and would talk about their worries and concerns. Nickie (Wellbeing & Pastoral Mentor) conducts a survey with each class and as individuals they are asked about their mental health and wellbeing – *including Are they listened to? Do they feel safe? Do adults check they are okay?* (From Stirling Children's Wellbeing Scale and Glasgow Motivation and Wellbeing Profile) This is followed up with cohorts, groups and individuals as appropriate.	*provider Farrer & Co's Safeguarding Unit, in collaboration with Dr Carlene Firmin, MBE, from the University of Bedfordshire, peer-on-peer abuse toolkit which was updated in 2019:* *https://www.farrer.co.uk/news -and-insights/peer-on-peer-abuse-toolkit/* *NAHT and PSHE association guidance on preventing and responding to sexual harassment and sexual violence between children and young people* *https://www.naht.org.uk/Advic e-Support/Topics/Pupil-support-and-safeguarding* *Harmful sexual behaviour prevention toolkit (Lucy Faithfull Foundation) Stop It Now!* *https://www.stopitnow.org.uk/ wp-content/uploads/2020/10/Stop _It_Now_harmful_sexual_beh aviour_prevention_toolkit_Oct _2020.pdf* *https://www.stopitnow.org.uk/r esources/* *Agenda to support schools*

			work effectively engage with pupils in conversations about healthy relationships and challenge gender based and sexual violence. https://agendaonline.co.uk/welcome/
School has processes in place to handle reports of sexual violence and harassment both on and off the school premises.	Following safeguarding procedures as with all allegations, recorded via CPOMS, whoever disclosure is made to if serious speak to DSL immediately, involvement of other services as necessary social care/police. Follow any procedures they request in line with NYCC policies and practices. Ongoing – SLT ensure processes followed.	SLT monitor and review be aware if any patterns of behaviour.	
School has process in place as to how victims, perpetrators and any other children or young affected by peer on peer abuse will be supported.	Will depend on context, situations and individuals involved. Whatever necessary will be put in place, potentially may need some form of restorative approach, a programme of sessions with Pastoral & Wellbeing Mentor – could be group or individual. Additionally support can be given through TA who is	Monitor and review impact if and when any support is required.	

	trained in Emotional Literacy Support. Additional support beyond school – medical/CAMHS/Hub.		
School recognises the factors that increase vulnerability or potential vulnerability such as mental ill health, domestic abuse, children with additional needs, and children from groups at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBT children).	All staff access training on different aspects – eg domestic abuse, Work with Early Help and other services to support vulnerable and potentially vulnerable individuals. Audit and identify further training that is required. (NT/DHT/PWM)	Pupils need to feel safe and secure and know the adults they can talk to – this is followed up from surveys conducted by Nickie (PWM) Review findings from termly surveys and follow up as required.	

18.   Prevent, Protect and Prepare and Channel

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.

The DSL should consider if it would be appropriate to share any information with the new school in advance of a child leaving, if that would allow the new school to continue supporting victims of abuse or those receiving support through the Channel programme.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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 Mrs McHarg (DSL/HT)
- 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 that promotes fundamental British values and Spiritual, Moral, Social and Cultural Education (SMSC), helping protect pupils against extremism and developing strong community cohesion
- Links to curriculum resources can be found in the PSHE Entitlement Framework at http://cyps.northyorks.gov.uk/health-wellbeing-pshe

Training:

- A training plan is in place so that key staff, including senior leaders and governors, understand the risk of radicalisation and extremism and know how to recognise 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

For further information and links to key documents see: http://cyps.northyorks.gov.uk/prevent

North Yorkshire Community Safety Partnership Working with Individuals Vulnerable to Extremism in Education Settings (Practice Guidance)

The Home Office e-learning training package on Introduction to the Prevent Duty is available here. All staff and governors should have completed this training.

There are 2 further Home Office e-learning modules:
- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention (eg suitable for DSLs)

- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel

A programme of 'Prevent' training and consultancy is available to schools through the NYSCP website.

Referrals:

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

Protect and Prepare:

As part of the UK Counter Terrorism Strategy (CONTEST), public places are asked to consider the risk of a terrorist attack and what preparations could be made to mitigate that risk. The North Yorkshire Schools' Emergency Procedures guidance, requires schools to:

- Ensure all staff undertake the Action Counters Terrorism (ACT) Awareness Training
- Assess the security of the school site and make necessary improvements
- Develop lock down and invacuation procedures
- Teach pupils how to stay safe if they were caught up in an attack- Run, hide, tell guidance

The guidance can be accessed at:

https://cyps.northyorks.gov.uk/school-emergency-response

The Prevent Duty

The school understands that it is subject to a duty under section 26 of the Counter

Terrorism and Security Act 2105 and that this is part of its wider safeguarding obligations.

Channel

The school understands that Channel is a voluntary, confidential support programme which focusses on providing support at an early stage to people who are identified as being vulnerable to being drawn in to terrorism.

NYSCP (safeguardingchildren.co.uk)

19.   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)
- where possible three emergency contact details (if different from above), ensuring that if the person(s) with parental responsibility is unable to collect this person, who could collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made. The school encourages all parents and carers to provide more than one emergency contact, providing the school with additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern
- 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 and store this information on secure Sims computer system and in pupil individual files, stored and locked securely. Access to this is strictly confidential to the admin team and SLT.

20. 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:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- 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
- child criminal exploitation and county lines
- risks linked to using technology and social media, including online bullying; and the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'
- 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
  - serious violence, including knife crime
  - bullying (including online bullying and prejudice-based bullying)
  - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  - sexual violence and sexual harassment
  - sexting (also known as youth produced sexual imagery)
  - initiation / hazing type violence and rituals
  - upskirting
- substance/drug misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic abuse
- So called 'honour –based' abuse
  - female genital mutilation
  - forced marriage
  - Breast-ironing [1]
- faith abuse
- fabricated or induced illness
- mental health issues
- poor parenting, particularly in relation to babies and young children

It relates to aspects of care and education, including:
- children missing from education
- children with family members in prison
- homelessness
- children's and learners' health and safety and well-being including their mental health
- meeting the needs of children who have special educational needs, disabilities or physical health issues

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[1] **Breast-Ironing:** Involves flattening a girl's chest with a hot stone or other objects to delay breast growth, as child abuse. CPS legal guidance makes clear to police and prosecutors that breast-ironing is a crime even if it is said that the victim has consented. The offences to be considered by prosecutors include child cruelty and causing or allowing a child to suffer serious harm. Both crimes are punishable by up to ten years in prison.

- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- alternative provision
- 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 here (schools will be required to have a Service Level Agreement with NYCC to access this guidance)

NYCC Guidance for schools is available for PSHE (including relationships and sex education) / Health and Wellbeing

NYCC Online Safety Guidance updated 2021 for schools and settings which includes sample acceptable use polices

New Guidance for safer working practice for those working with children and young people in education settings issued in May 2019

NYCC: Guidelines for dealing with and reporting prejudice based incidents, hate incidents and hate crimes in schools and settings (updated October 2019):
Hate Incident Reporting

Hate Incidents should be reported to the local authority through the online reporting tool in the NYCC Guidelines for Dealing with and Reporting Prejudice Based Incidents and Hate Crimes in Schools and Settings . The guidance can be found here

Any prejudice based incident, hate incident and / or hate crime must always be reported to the Designated Safeguarding Lead in order to identify appropriate follow-up. Online reports are shared with the multi-agency Hate Crime Working Group, in order to identify common themes and inform future approaches to tackling hate crime

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

21.   Safer Recruitment and Selection

The school pays full regard to DfE guidance *Keeping Children Safe in Education 2021* the Protection of Freedoms Act 2012; the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 under S75 of the Childcare Act 2006 and NYHR Schools' Recruitment procedures and guidance (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, and NYCC Education and Skills guidance on checking host families for educational visits and work experience providers.

It is vital that schools create a culture of safe recruitment and, as part of that, adopt written recruitment and selection policies and procedures that help deter, reject or identify people who might abuse children. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous educational and employment history and ensuring that a candidate has the health and physical capacity for the job. The school will take a planned approach to recruitment and ensure it takes appropriate safeguarding actions at each stage of the process. The selection decision will be appropriately recorded and a copy of relevant documents, including those used to verify the successful candidate's identity, right to work and required qualifications, will be kept on their personal file.

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 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.

Where staff move from positions that are not providing education into a new position where they are, then they will be treated as a new member of staff and all appropriate checks for the post carried out.

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, additionally, for independent schools, including academies and free schools, all member of the proprietor body.

Statutory requirements are such that:

- an Enhanced DBS check with Children's Barred List Check is obtained for all new paid appointments to the school's workforce and for unsupervised volunteers working in regulated activity
- a risk assessment will be undertaken by the Headteacher to decide whether to obtain an Enhanced DBS check for any volunteer not engaging in regulated activity. The risk assessment will consider a range of factors including the nature of the work, the regularity, frequency, duration and nature of contact with children, the level of supervision of the volunteer, what is known about the volunteer, including formal or informal information offered by staff, parents and other volunteers, whether the volunteer has other employment or undertakes activities where referees can advise on suitability. Details of the risk assessment will be recorded and retained on file (see paragraphs –287 - 294 and Annex F KCSIE 2021)
- an Enhanced DBS check without Barred List Check, is obtained for maintained school governors and members of the proprietary body of an independent school, including academies and free schools (see paragraphs 295 – 308 KCSIE 2021)
- schools will satisfy themselves that any contracted staff are DBS checked where appropriate (see paragraphs 272 - 277 KCSIE 2021)
- schools will ensure that a check of any teacher prohibitions, including interim orders, is made on all those undertaking teaching work (see paragraphs 234 – 235 KCSIE 2021)
- Academies, Independent and Free and Schools will ensure a check of any Section 128 direction for those taking up a management position. Maintained school must undertake this check for all governors.
- all new appointments to the school workforce who have lived outside the UK are subject to additional checks as appropriate (see paragraphs 262 – 267 KCSIE 2021)
- schools must satisfy themselves that agency and third-party staff have undergone the necessary checks by seeking written confirmation from the relevant employer
- identity checks and confirmation of a right to work in the UK must be carried out on all appointments to the school workforce before the appointment is made
- evidence must obtained of professional qualifications for teaching staff including the award of QTS and completion of statutory induction, if applicable

Childcare Disqualification

For staff who work in childcare provision or who are directly concerned with the management of such provision, schools need to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations. http://www.legislation.gov.uk/uksi/2018/794/contents/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.

Mrs McHarg (Headteacher) Mr Saunders (Deputy Headteacher) Robert Knowles and Carl Les (School Governors) 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:

- Accredited face to face training for individuals or groups of schools through North Yorkshire Education Services

- NSPCC on line and face to face training

Visitors

"Schools and colleges should not request DBS checks and barred list checks, or ask to see existing DBS certificates, for visitors such as children's relatives or other visitors attending a sports day. Headteachers and principals should use their professional judgment about the need to escort or supervise visitors."

KCSIE 2021

22.   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); the safeguarding response to children who go missing from education; and the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)."

KCSIE 2021

This guidance was updated in May 2019 via the safer recruitment consortium, this guidance can be accessed here

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* can be accessed [here] and [here]. In addition the information provided by the [NSPCC] 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

23. Self-Harm and Suicidal Ideation

Self-harm and self-injury

Self-harm and self-injury are ways that some young people cope with difficult and distressing feelings. This can be putting themselves in risky situations but also can be injuring themselves in some way. Sometimes this can be simply experimenting in risk taking behaviours in the same way as experimenting with drugs and alcohol and may not always be a sign of difficult and distressing feelings. It is not usually about ending their life, however sometimes young people feel unsure whether they want to die or not.
Some young people do have suicidal thoughts and feelings and sometimes they harm themselves in ways that are very dangerous, and it is possible that they could accidentally kill themselves.

Some examples of how young people may self-injure include:
- Cutting or burning.
- Taking an overdose of tablets (whether these are prescribed or not).

Self-harm can include anything that causes an injury but can also be about taking risks. It can also involve using alcohol or drugs excessively – though many young people do not see this as self-harm or self-injury. Recognising these behaviours can be as important as those that are obvious such as cutting.

Self-harming is always dangerous, even if it is not intended to be. One example of this is superficial cutting. This may not require an immediate response but it is still probably a sign of emotional distress and the young person still needs support. As a member of staff you may wish to get advice and support to help you work with the student to access services.

Suicide

Paradoxically, self-harm can be a coping mechanism to dull mental distress with the aim to preserve life, which can be a difficult concept to understand. Despite this clear distinction, young people who self-harm are known to be in a high risk group for future suicide; however suicidal feelings are likely to originate from the issues behind the self-harm rather than the self-harm itself. In some cases death occurs as a result of self-harm but is not the intention.

Suicide is still a rare event in young people; attempted suicides are uncommon in childhood and early adolescence, but increase markedly in the late teens and continue to rise until the early 20s. Nevertheless all people working with children/young people must be aware of the potential for someone to complete suicide and must work together to ensure that no child/young person feels suicide is their only option.

You may feel anxious about asking a child/young person if they are self-harming or considering suicide; however it is important to talk about it even if you find it uncomfortable. Remember: It is a myth that you may put the idea into their head.

Questions you could ask include:

- Are you having suicidal thoughts?
- Are you planning to self-harm?
- Are you considering taking your own life?
- What is happening for you?
- How is this affecting you?
- What help do you need?
- What would you like to happen next?

If you feel that the child/young person is at risk of self-harm or suicide then it is necessary to understand the seriousness and immediacy of the risk. Depression, hopelessness and continuing suicidal thoughts are known to be associated with risk.

If the child/young person talks about killing themselves always take this seriously as many people who do complete suicide have previously told a professional about their intention. The following warning signs suggest that the risk is high:

- Current self-harm, especially if it poses a risk to the child/young person's health and wellbeing.

- Thoughts of suicide are frequent and not easily dismissed.
- Specific plan to complete suicide.
- Access to the means to complete suicide (for example, stockpiling tablets).
- Significant drug or alcohol abuse.
- Situation felt to be causing unbearable pain or distress.
- A friend or family member who has died by suicide.
- Previous, especially recent, suicide attempt.
- Evidence of current mental illness.
- Limited protective factors that may prevent them from attempting suicide or harming themselves, for example, socially isolated, poor relationships with parents/carers etc.
- No support mechanisms when distressed.

Self-Harm and Suicidal Ideation Pathway

The NYSCP Self-Harm and Suicidal Ideation Pathway has been developed for staff working with children and young people in North Yorkshire under the age of 18 (under 25 for those with disabilities or for care leavers) who self-harm or feel suicidal. It is not aimed at people who work within the mental health sector; instead it is targeted at people who work with children/young people in a wide range of settings, including as schools.

The guidance sets out key principles and ways of working but does not prescribe how to act in individual situations. It is not intended to override individual organisational or professional guidelines where they exist. It can however be used as a prompt for discussions about organisational approaches to working with self-harm and suicidal intent, or to highlight individuals' skills or training needs.

To access the Self-Harm and Suicidal Ideation Pathway visit the North Yorkshire Safeguarding Children Partnership website at:

- www.safeguardingchildren.co.uk/shsip

All schools should adopt policies for self-harm and suicidal ideation. The following model policies have been developed for schools to adopt:

Self-Harm Policy

Self-Harm Policy	The Michael Syddall CE (Aided) Primary School	
Document Status	PENDING Governor Approval February 2022	
Date of next review	February 2024	Responsibility Full Governing Body

Success Criteria for review completion	Discussed and amended and updated in relation to latest guidance at the time. All staff have new policy.	Responsibility Mrs J Jackson (Governor) and Mrs A McHarg (HT/DSL) Chair Mrs J Jackson/ Mr R Knowles (CofG)
Date of Policy Creation	20.01.22	Responsibility Mrs J Jackson (Governor) and Mrs A McHarg (HT/DSL)
Date of Policy Adoption by Governing Body	Governor Approval February 2022	
Method of Communication (e.g. Website, etc.)	Website and paper copy available from school office.	

1. Introduction and Context

1.1 Recent research indicates that up to one in ten young people in the UK engage in self-harming behaviours, and that this figure is higher amongst specific populations, including young people with special educational needs. School staff can play an important role in preventing self-harm, building resilience and supporting pupils, peers and parents of pupils currently engaging in self-harm.

2. Purpose

2.1 This document is a policy for staff working in this school who may be supporting pupils who self-harm.

3. Aims

3.1 To adhere to the NYCC Self-Harm Guidance protocol.

3.2 To develop outstanding practice within this school to help and support pupils who self-harm.

4. Definition of Self-Harm

4.1 Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body.

5. Roles and responsibilities

The Governing Body

5.1 The governing body has the legal duty to safeguard and promote the welfare of their pupils. There may be a nominated governor who has responsibility for safeguarding who will have an oversight for provision for pupils who self-harm.

The Headteacher

5.2 The Headteacher has responsibility for establishing effective safeguarding procedures with regard to self-harm, thereby ensuring the duty of care of pupils and staff.

Staff

5.3 Pupils may choose to confide in any member of school staff if they are concerned about their own welfare, or that of a peer.

Referral procedures are as all safeguarding concerns and will be directly communicated to the DSL and/or recorded on CPOMS.

5.4 This includes all staff being aware of the North Yorkshire pathway of support for children and young people who deliberately self-harm.

6. Training

6.1 Schools are recommended to access training regularly on self-harm. Staff giving support to pupils who self-harm may experience all sorts of reactions to this behaviour in pupils (e.g. anger, helplessness, rejection); it is helpful for staff to have an opportunity to talk this through with work colleagues or senior management.

6.2 Staff taking this role should take the opportunity to attend training days on self-harm or obtain relevant literature. Induction procedures for all staff, outlined below, will include training on Self-Harm, Child Protection procedures and setting boundaries around Confidentiality.

Pending training regarding self-harm for SLT.

7. Monitoring and Evaluation

7.1 The designated governor who has responsibility for safeguarding will monitor the systems yearly and following any incident of self-harm.

7.2 Policy reviewed on: 15.01.22 (Details above – Self Harm Policy)

Suicide Ideation Policy

Suicide Ideation Policy	The Michael Syddall CE (Aided) Primary School	
Document Status	PENDING Governor Approval February 2022	
Date of next review	February 2024	Responsibility: Full Governing Body
Success Criteria for review completion	Discussed and amended and updated in relation to latest guidance at the time. All staff have new policy.	Responsibility Mrs J Jackson (Governor) and Mrs A McHarg (HT/DSL) Chair Mrs J Jackson/ Mr R Knowles (CofG)
Date of Policy Creation	20.01.22	Responsibility Mrs J Jackson (Governor) and Mrs A McHarg (HT/DSL)
Date of Policy Adoption by Governing Body	Governor Approval February 2022	
Method of Communication (e.g. Website, etc.)	Website and paper copy available from school office.	

1. **Statement of purpose**
    a. The Michael Syddall CE (Aided) Primary School is aware that suicide is the leading cause of death in young people and that we play a vital role in helping to prevent young suicide.
    b. Our school want to ensure that pupils and staff are as suicide-safe as possible and that our governors, parents and carers, teaching staff, support staff, pupils and other key stakeholders are aware of our commitment to be a Suicide-Safer school.

2. **Our beliefs about suicide and contributory factors. The Michael Syddall CE (Aided) Primary School acknowledges that:**
    a. **Suicidal thoughts are common**
    We acknowledge that thoughts of suicide are common, especially among young people.
    b. **Suicide is complex**
    We believe that every suicide is a tragedy. There are a number of contributory factors surrounding a suicide and the reasons are often complex and individual to that person. However, we believe that there are lessons that may be learned from each death that may help prevent future deaths.
    c. **Stigma inhibits learning – stigma can kill**
    We recognise that the stigma surrounding suicide and mental illness can be both a barrier to seeking help and a barrier to offering help. The Michael Syddall CE

(Aided) Primary School is dedicated to tackling suicide stigma. We will promote open, sensitive talk in our language and in our working relationships that does not stigmatise and perpetuate taboos.

d. Suicide prevention is everyone's business

We recognise that pupils and staff may seek out someone who they trust with their concerns and worries. We will endeavour to facilitate the reporting of any risks or concerns.

e. Safety is very important

We will seek to support our pupils and staff, working in partnership with family, caregivers, external agencies and other professionals as appropriate to enhance suicide-safety and reduce the risk of suicide in pupils and staff.

f. Suicide is a difficult thing to talk about

We know that a pupil who is suicidal may find it very difficult to make their feelings known and speak openly about suicide. We will provide trained adults who are able to identify when a pupil may be struggling with thoughts of suicide.

g. Talking about suicide does not create or increase risk

We recognise that talking to someone about suicide does not put them at additional risk. One of the only ways to really know if a person is contemplating suicide it to ask. We recognise that asking someone if they are feeling suicidal may seem difficult but it is important to ensure that you can take the right actions to reduce the risk of suicide.

h. Those with personal experience have a unique role to play in the development and refinement of this Suicide-Safer Policy

We will endeavour to involve anyone from our community who has personal experience of suicide, either having struggled themselves or supported someone with thoughts of suicide.

3. **How we help ensure an active person-centred suicide prevention and intervention policy**

   a. The Michael Syddall CE (Aided) Primary School has a named individual who is responsible for the design, implementation and maintenance of this policy.

   b. The Michael Syddall CE (Aided) Primary School has staff trained that understand this policy and are trained in Suicide Intervention. We will ensure that all staff have undertaken Suicide Intervention Training [add talk suicide link] and where appropriate to the role additional training is undertaken. The Designated Safeguarding Lead will be the point of escalation for any concerns about a pupil or young person. We will keep confidential records of pupils at risk of suicide to ensure some continuity of care within the intervention model.

   c. We will endeavour to ensure that all our staff are suicide aware. This means that all staff inductions will include suicide awareness, i.e. how to spot signs, what to do and how to escalate any concerns whether this is in relation to a pupil or member of staff.

   d. We will ensure that all pupils are suicide aware. This means that we will ensure that as part of the planned Personal, Social, Health Education (PSHE) curriculum there is age appropriate learning which equips our pupils to know how to spot signs, what to do and how to escalate any concerns to a member of school staff .

e. We will be clear about how we enhance the physical safety of our environment including the removal of potential ligature points, restricting access to places which facilitate jumping, and securely storing harmful substances.

f. We recognise that the need to protect someone's life must be balanced against the need to protect their confidentiality. We therefore routinely ask all pupils over 18 and members of staff for permission to share any serious concerns for their welfare with an emergency contact of their choice. Should any pupil or member of staff who is known to have suffered from suicidal thoughts and is presently believed to be at risk, leave *[school/college]* unexpectedly for whatever reason, we will endeavour to inform their emergency contacts of their vulnerable state and the police as appropriate.

g. We recognise that anyone may experience periods of poor mental health while attending our school or college. We will endeavour to put in place mechanisms which allow staff that have regular interaction and be able to flag or review any concerns about individuals including suspected suicidal thoughts. Ideally this flagging will be electronic and immediate e.g. 'My concern' feature on the school or college intranet home page. Students that are flagged in this way will be reviewed regularly and routinely by nominated staff so that patterns of concerning behaviour can be spotted and the necessary steps can be put in place to keep them safe, including meeting them face to face.

h. We recognise that whilst rare, young people can be particularly susceptible to suicide contagion where one such loss can lead to or be linked to further links deaths within a particular community or establishment. We acknowledge that early identification of such a situation or an emerging cluster requires vigilance and effective communication from all relevant partners. In such circumstances a coordinated, multi-agency response led by Public Health teams is essential and school will cooperate in any multi-agency activity.

i. If a child moves schools and there are concerns that they may be at risk of self-harm or suicide, *[school/college]* will share their concerns with the child's new school/college to ensure that they can be supported. Information will be shared promptly and will be proportionate to the level of identified risk.

j. When we identify a pupil or member of staff is at risk of suicide and external services are engaged, such as a hospital A&E department or a crisis centre, we will have explicit guidelines on the pathways that apply. Those guidelines will be developed in co-operation with the external services, and will be reviewed regularly as the provision of such services change over time.

4. **How we help ensure a sensitive and safe and sensitive postvention provision**

a. The Michael Syddall CE (Aided) Primary School will have trained staff whose role it is to respond in the event of a suicide. Each member of our trained staff will have a defined responsibility within our plan including leadership, family liaison and any communications with external agencies, including the media.

b. The Michael Syddall CE (Aided) Primary School will be clear about how we deal with an inquest after someone has died by suicide in our school or college. We will support the authorities in their work but will be mindful of the distress an

inquest causes to the bereaved people. We will also be mindful of the impact supporting an inquest can have on staff.

c. We will record and monitor deaths by suicide and the impact on the community. This will include on-going monitoring of pupil deaths including suicides, suspected suicides and, if possible, self-harm. Monitoring of self-harm might be done through the collection of information from pupil support services and pupil health services.

5. **We will also:**

- Record and monitor the uptake of bereavement support services by pupils after a suicide
- Survey pupils regarding how supported they feel
- Assess the impact of interventions on staff
- Review lessons learned and any suggested changes to procedures and provision of well-being services
- Monitor multiple events, such as two suicides in a relatively short period of time (e.g. one term) which may or may not be connected and could indicate a possible suicide cluster, including investigating possible connections between individuals, their circumstances and their suicidal behaviour.

6. **Ongoing support and development of our policy and practice**

a. Our Leadership Team will ensure that ongoing reviews take place that processes are updated in line with best practice and that on-going training is undertaken when necessary.

b. Where possible we will include or consult with members of our community who have personal experience of suicidal ideation, either their own or as a concerned other, in the design, development and continuous refinement of this policy.

24.   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
- be aware of and understand their role in the early help process
- respond to concerns 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
- understand the requirements of the Prevent duty on protecting children from radicalisation
- recognise the unique risks associated with on line safety
- recognise the additional risks that children with SEN and disabilities face online
- understand the safeguarding response to children who go missing from education

Induction

All staff (including temporary staff, school governors and volunteers) are provided with the school's child protection policy, the behaviour policy, the staff behaviour policy (code of conduct), information on the safeguarding response of children who go missing from education and informed of school's child protection arrangements including the role and identity of the DSL and any deputies.

They should undergo safeguarding and child protection training (including on line safety).

All staff should read and understand at least Part one, (or Annex A, if appropriate) of Keeping Children Safe in Education 2021 and all leaders and staff who work directly with children should read Annex B of Keeping Children Safe in Education 2021.

Safeguarding Children: New Online Learning Child Protection Basic Awareness Package can be accessed via the NYSCP site here. This training is free to access for all schools.

Staff training

In addition to the training at induction, staff training should be regularly updated.

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

DSL Training

The designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills to carry out the role. The training should be updated every two years.

In addition to their formal training, their knowledge and skills should be updated (for

example via e-bulletins, meeting with other DLSs, or taking time to ready and digest safeguarding developments), at regular intervals and at least annually to keep up with any developments relevant to their role.

Child Protection Training Resources

Training for DSLs and staff can be accessed via North Yorkshire Education Services, or any other suitable alternative provider/s.

The **Comprehensive Child Protection Pathway Course** CCPP is an NYCC course for DSLs who may be invited to child protection conferences. This and other courses are available on NYES or here through NYSCP

NSPCC Courses can be accessed here

School Governors

In addition to undertaking safeguarding and child protection training, governors should also undertake training to ensure they are familiar with their responsibilities for the management of safeguarding as detailed in part two of KCSIE 2021.

Online training / e-learning

Training is available from NYCC Education and Skills team here

Female Genital Mutilation training

Domestic Abuse Basic Awareness training

Forced Marriage Guidance

Introduction to Prevent E-Learning

Action Counters Terrorism (ACT) Awareness Training

Managing Sexualised Behaviour in Schools

Suicide Prevention

25. 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 Michael Syddall CE (Aided) Primary 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, supervised along with advice from Mrs McHarg (Headteacher) Mr Saunders (Deputy Headteacher) and Nickie Young (Pastoral & Wellbeing Mentor) The designated safeguarding leaders will be supported by Mr Knowles (Chair of Governors) and Mrs Jackson (vice-chair) Further contacts and support within School Child Protection Manual - Section B - Practice Guidance/Contacts. All staff are given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.

26.   Use of 'Reasonable Force' in Schools and Colleges

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children.   This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.   'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

When using reasonable force in response to risks presented by incidents involving children with special educational needs or disabilities (SEND), mental health or with medical conditions, schools should in considering the risks carefully recognise the additional vulnerability of these groups.

27.   Vulnerable Children

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

- Child Abduction and Community Safety Incidents (KCSIE 2021 Annex B)

- Searching, screening and confiscation at school

- Elective Home Education

- School Attendance

- *Children and the courts*
    - *Advice for 5-11 year olds witnesses in criminal courts*
    - *Advice for 1-12 year olds witnesses in criminal courts*
    - *CAFCASS*
- Children Missing Education:
  National and NYCC guidance

- Children who run away or Missing from Home or Care:
  National and NYSCP guidance

- Children with a Family Member in Prison
    - NICCO guidance

- Children and the Court System (CAFCASS guidance / KCSIE 2021 page 124)

- Children not collected – See cyps.info Child Protection and Safeguarding Schools

- Private Fostering

- Child Sexual Exploitation/Grooming:
    - National and NYSCP guidance
    - NYSCP BeAware
    - Online training

- Child Criminal Exploitation: County Lines and NYSCP guidance

- Preventing Bullying

- Children who are at risk of or display self-harm and suicidal behaviour:

    - Self-Harm and Suicidal Ideation Pathway (Section 3 includes resources specifically for schools)

- o Online training

- Children and Young People who Display Sexually Harmful Behaviours

  - o NSPCC Harmful Sexual Behaviour in Schools Training

- Contextual Safeguarding

- NYSCP Domestic Abuse Practice Guidance
  - o Training

- Drugs Advice for Schools
  - o NYCC Substance Misuse Guidance for schools
  - o Drugs: advice for schools
  - o Information and advice on drugs

- Honour Based Abuse (including Female Genital Mutilation, Forced Marriage and Breast-ironing)
  - o Female Genital Mutilation information and resources
  - o Female Genital Mutilation: multi-agency statutory guidance
  - o NYSCP Female Genita\l Mutilation Practice Guidance
  - o Online Training
  - o Forced marriage: statutory guidance and government advice
  - o Forced marriage: Online Training
  - o "So-called honour-based abuse and forced marriage" CPS guidance including Breast-ironing or flattening

- Homelessness code of guidance for local authorities

- Modern Slavery and Human Trafficking

- Parental Mental Health:
  - o NYSCP Parental Mental Ill Health One Minute Guide

- Radicalisation to extremist behaviour:
  - o Prevent Guidance
  - o The use of social media for online radicalisation
  - o Online training
  - o School emergency response
  - o NYCSP Working with Individuals Vulnerable to Extremism Practice Guidance
  - o NYSCP Working with Individuals Vulnerable to Extremism in Education Settings Practice

- [Serious Violence Strategy](#)

- [Sexual violence and sexual harassment between children in schools and colleges](#)

- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

- [Fabricated and induced illness](#)

<END>