

# SAFEGUARDING POLICY and PROCEDURES

We are committed to following the **North Yorkshire Local Safeguarding Children Partnership** (NYSCP) guidance and follow locally agreed inter-agency procedures. The full LSCP procedures are available on the LSCP website, [www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk), where a copy of the [universal referral form](#) can also be found. There is a shortcut to this website on the school's intranet homepage.

This policy applies to everyone at Giggleswick Senior and Junior School and the Pre-school and every individual has a responsibility to raise any concern they have about a child with the Designated Safeguarding Lead.

If at any point there is a risk of immediate serious harm to a child a referral should be made to social care immediately. **Anybody can make a referral.**

- **Designated Safeguarding Lead (DSL): Anthony Simpson**, Deputy Head, carries the legal duty for all Safeguarding and Child Protection matters in the senior school. The deputy designated persons are the **Headmaster, Emma-Jane Wharton and Jennie Cooper**.  
**Email:** [asimpson@giggleswick.org.uk](mailto:asimpson@giggleswick.org.uk) **Tel:** 07389 182 296
- **Designated Safeguarding Lead: James Mundell**, Head of the Junior School, carries the legal duty for all Safeguarding and Child Protection matters in the junior school. The deputy designated person is Carl Shuttleworth, Junior School Assistant Head  
**Email:** [jrmundell@giggleswick.org.uk](mailto:jrmundell@giggleswick.org.uk) **Tel:** 01729 893104
- **Designated Safeguarding Practitioner: Mr Carl Shuttleworth**, Pre-school Manager and Junior School Assistant Head, carries the legal duty for all Safeguarding and Child Protection matters in the Early Years/Pre-school). The deputy designated person is James Mundell, Head of the Junior School.  
**Email:** [cbshuttleworth@giggleswick.org.uk](mailto:cbshuttleworth@giggleswick.org.uk) **Tel:** 01729 893110
- **Nominated Governor: Mr Andrew Jarman**. The Governors are aware of this Safeguarding Policy and Procedures, all child protection procedures and the effectiveness of their implementation are reviewed annually by the Governing Body.

North Yorks Social Care: [Children&families@northyorks.gov.uk](mailto:Children&families@northyorks.gov.uk)  
Customer Service Centre Telephone: 01609 780780

Emergency Duty Team: [edt@northyorks.gov.uk](mailto:edt@northyorks.gov.uk)  
Telephone: 01609 780780

Early Help: Telephone: 01609 534842

North Yorkshire Safeguarding Children's Partnership:  
[nyscp@northyorks.gov.uk](mailto:nyscp@northyorks.gov.uk)  
Telephone: 01609 535123

North Yorkshire Police: 101 (non-emergency)

The Designated Officers (LADO) for Harrogate and Craven is:

**Susan Crawford** [Susan.Crawford@northyorks.gov.uk](mailto:Susan.Crawford@northyorks.gov.uk)  
Telephone: 01609 532152 Mobile: 07813 005161

The DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors concerning extremism and radicalisation: 020 7340 7264 and  
[counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

The NSPCC Whistleblowing Advice Line is available for staff who do not feel able to raise concerns regarding child protection internally. It can be reached on 0800 028 0285 or by email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)



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# 1 PROVIDING A SAFE ENVIRONMENT

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## 1.1 Commitment

Giggleswick School is committed to safeguarding and promoting the welfare of all our pupils and expects all staff and volunteers to share this commitment by complying with the school's Safeguarding Policy and Procedures and the Staff Code of Conduct at all times.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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.

Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively staff and volunteers should make sure that their approach is always child-centred: at all times considering what is in the best interests of the child.

The welfare, protection and safety of every child in our care is of paramount importance and takes precedence over every other consideration. Staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

All school staff should be prepared to identify children who would benefit from early help. **Everyone** who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action.

We take our responsibility to establish a safe environment in which children can learn and develop seriously. We are acutely aware that boarders have a greater vulnerability with regards to safeguarding risks, which is why we place this policy in the highest of regard.

We are alert to the medical and welfare needs of children with specific needs.

We have a detailed health & safety policy and take all practicable steps to ensure that the school's premises are safe and secure.

Everyone working at Giggleswick recognises their responsibilities towards the children in our care. It is the duty of all staff and volunteers to: be alert to the possibility of abuse of pupils by adults or other pupils; to recognise the signs of abuse or neglect; and to identify those at risk. We have procedures in place to follow and to take action if we suspect abuse or neglect.

During term time the Designated Safeguarding Leads and/or a Deputy is always available (during school hours) for staff in the school to discuss safeguarding concerns. Appropriate cover arrangements are made for out of hours or out of term activities.

We will refer to Children's Social Care when appropriate, allow them access to conduct assessments, and work with other agencies involved, such as the police. In the case of criminal matters the police will be involved. This applies to concerns or allegations on or off school premises, during term time or holidays.

We will work with social care, the police, health and other services to promote the welfare of children and protect them from harm. We will attend and provide reports for child protection conferences and contribute where appropriate to any child protection plan.

We will always take a considered and sensitive approach in order to support the children and young people at school and act in the interests of the child.

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

Policies: Safeguarding Policy and Procedures

If a member of staff or volunteer is concerned about poor or unsafe practice or potential failures in the school's safeguarding regime they should feel able to raise these concerns with the Headmaster or the Designated Safeguarding Lead. The school has an appropriate Whistleblowing Policy that is published on the website.

This policy sets out agreed guidelines relating to responding to allegations of abuse, including those made against staff, supply staff and volunteers. We recognise the need to build constructive links with the child care agencies and these guidelines have been prepared in accordance with the NYSCP Procedures. They will be kept under review and be supported by appropriate training.

At Giggleswick we restrict the use of mobile technology around the campus. The Junior School including the Pre-school is a mobile free zone for staff and visitors, so only school provided devices can be used in areas where there are children (they are permitted in office spaces and common rooms). In the Senior school, mobiles are not permitted in social areas during school learning hours (0820-1800), and are not allowed in public areas (e.g. dining hall) at all times. Wifi is turned off at night times and students from Year 10 and below hand in their mobile phones before going to bed. Our **mobile phone/digital device policy** in the Senior school states clearly the restrictions on the use of this technology.

Because of the nature of the restrictions, we do not restrict the use of 3G or 4G technology, as the students do not have access during the school day, other than to use in their rooms, if appropriate. Mill House Pre-school and the Junior School has restricted access to the internet, as referenced in the **E-Safety Policy**, and the Senior School internet access is monitored and restricted. There is additional information in the school's e-safety policy.

Further mobile phone restrictions are applicable for the school's Early Years, as noted in the Mill House Use of Mobile Device policy. These restrict the use of mobile devices and cameras to those which belong to the setting. In addition, all staff must not bring their own personal devices into the setting and they must be stored away from the children.

It is likely that children will be using the internet and engaging with social media far more during this time. Our staff are aware of the signs of cyberbullying and other online risks and our filtering and monitoring software remains in use during this time to safeguarding and support children.

Our staff will follow the process for online safety set out in this document, as well as adhering to the guidance in [Staff Code of Conduct for Contact with Pupils 2020.docx](#), the Giggleswick Virtual School Learner Agreement and the suite of e-safety policies.

Staff who interact with children online will continue to look out for signs a child may be at risk. If a staff member is concerned about a child, that staff member will follow the approach set out in this document and report that concern to the DSL or to a deputy DSL.

## 1.2 Information & Support for pupils

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable, how they can keep themselves safe and how to complain.

Through the PSHCEe (Personal, Social, Health, Citizenship and Economic education) programme (known as Curriculum for Life in the senior school), pupils are reminded of their right to be listened to and they are made aware of sources of external help and information. Issues such as developing healthy relationships, awareness of domestic violence, bullying and abuse, recognising and managing risks including online and sexual exploitation, dealing with stress, positive body image, and mental health & wellbeing are all included in the PSHCEe scheme of work. This is based on the guidance within Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, February 2019) Pupils are made aware

Policies: Safeguarding Policy and Procedures

of how to be safe and responsible users of new technologies (online safety training) and the impact of new technologies on sexual behaviour, for example sexting, during PSHCEE (C4L) and during computing lessons.

To safeguard children from accessing potentially harmful and inappropriate online material the school ensures that, in addition to teaching pupils how to keep themselves safe online (using guidance from Teaching online safety in school (DfE, June 2019)), appropriate filters and monitoring systems are in place on the school's network and devices.

All pupils are told that we have a senior member of staff with responsibility for safeguarding and child protection and who that is. In the junior school a poster '*Who can I turn to?*' is in each form room. In the senior school '*Where do I turn?*', a page in the student planner, informs pupils to whom they might talk both in and out of school. The role of the Independent Listeners and other sources of help and advice are promoted to pupils.

The School liaises with other agencies that support the pupil such as Social Care and Child & Adolescent Mental Health Services (CAMHS) and has engaged the services of a Clinical Psychologist and a Counsellor.

Children will be given a proper explanation (appropriate to age and understanding) of what action is taken on their behalf and why. Staff recognise that children with specific educational needs or disabilities can face additional safeguarding challenges and that additional barriers can exist when recognising abuse and neglect and will be alert to them.

### **1.3 Information for parents**

The school shares a purpose with parents to keep children safe from harm and to have their welfare promoted. We are committed to working with parents openly and honestly and always aim to maintain a positive relationship with all parents.

The school follows the NYSCP procedures. We will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm. In these exceptional circumstances the school will make referrals to Social Care and/or the Police without consultation with parents. We will make every effort to maintain a positive and supportive relationship with parents whilst fulfilling our duties to protect any child.

The school is part of *Operation Encompass*, a system designed to provide early reporting to schools of any domestic abuse that occurs outside of normal school hours. The police notify the relevant DSL (known as the key adult) as soon as possible if a domestic incident occurs that might have an impact on a child attending school. This enables the school to make provision for possible difficulties experienced by children or their families and to work with other agencies to offer appropriate support.

We encourage parents to discuss any concerns they may have with the designated safeguarding lead, Headmaster or Head of the Junior School.

### **1.4 Child Missing from Education**

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children. We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

The school follows the NYSCP procedures with regard to “Children Missing from Education”, so parents have a responsibility to inform the school of reasons for absence. If a pupil is withdrawn from the school, they must notify us immediately of the name of the new school at which the pupil is registered and the date on which they are due to start. Should any pupil leave school without parents giving us these details the school has a duty to inform the local authority.

In response to the guidance in Keeping Children Safe in Education (2020) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
  - a. leave school to be home educated
  - b. move away from the school’s location
  - c. remain medically unfit beyond compulsory school age
  - d. are in custody for four months or more (and will not return to school afterwards); or
  - e. are permanently excluded

### **1.5 Looked After Children, private fostering arrangements, and children involved with social care provision**

A designated teacher is appointed to promote the educational achievement of children who are looked after and this person is appropriately trained to carry out this responsibility. Staff will have the skills, knowledge and understanding necessary to keep looked after children safe and the designated teacher will ensure that other appropriate staff have the information they need in relation to a child’s looked after legal status.

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a ‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

At Giggleswick, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker, such as identifying risks via IWPs, alternate funding arrangements, and additional communication channels and points of contact.

Policies: Safeguarding Policy and Procedures

## 1.6 Children with Special Educational Needs and Disabilities

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers.

At Giggleswick we identify pupils who might need more support to be kept safe or to keep themselves safe by writing Individual Welfare Plans (IWPs) or Learning Plans (LAMPs), and sharing them with all the staff who will come into contact with the child – this is also shared with the parents/guardians (where appropriate).

## 1.7 Mental Health & Wellbeing

All staff at Giggleswick are aware that 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. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy using the usual referral methods outlined in this document.

## 1.8 Safer Recruitment and Vetting Checks

Prior to appointment all employees, volunteers and staff employed by contractors will be scrutinised according to DfE safer recruitment guidance and *KCSIE (2020)*. The school takes steps to gather sufficient and accurate information about whether any member of staff in a relevant childcare setting is disqualified, including by association. Checks are in place to ensure that the school does not knowingly allow staff, volunteers or contractors to work in childcare or be directly involved in its management, if they or others who live or work in their households are disqualified.

The Chair of Governors, Headmaster, Bursar, Deputy Head, members of the Senior Leadership Team; Designated Safeguarding Leads, HR Manager and HR Assistant have undertaken Safer Recruitment training and at least one of them will be involved in all staff and volunteer appointments.

The Safer Recruitment Policy & Procedures are available on the Vacancies section of the website.

The school undertakes to check the suitability of staff from other organisations who may supervise the school's pupils on a site other than the school.

All Junior School staff (as well as those involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification from childcare legislation and their obligations to disclose relevant information to the school via an annual reminder from the HR department, who are responsible for holding this data and keeping it up to date on our records.

## 1.9 Training and Induction

All Sixth form pupils receive safeguarding training prior to taking up duties in House.

All staff members undergo safeguarding and child protection training at induction and this is recorded. This training is regularly updated. Induction and training is in line with advice from the LSCP. Regular safeguarding updates are provided as required but at least annually, through email, staff meetings and termly bulletins.

Induction training for all new staff, temporary staff and volunteers includes:

- The role and the identity of the DSL, Deputies & Nominated Governor
- Copies of this Safeguarding Policy & Procedure and the Staff Code of Conduct
- The Whistleblowing Policy
- The safeguarding response to children who go missing from education
- What to do if you are worried a child is being abused (2015)
- Esafety User Agreement
- Equal Opportunities Policy
- The School Rules
- Behaviour & Exclusions Policy
- A copy of Part 1 of KCSIE 2020 and Annex A
- A signed acknowledgment of receipt and understanding of this information

During the induction process, the DSL provides details of online safety training. The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils (as per the **staff code of conduct for contact with students**). Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.

The Designated Safeguarding Leads and Deputies undergo inter-agency training at least every 2 years, usually through the NYSCP. This training includes: inter-agency working, participation in child protection case conferences, supporting children in need, record keeping and promoting a positive safeguarding culture where children are listened to. They are responsible for ensuring that all new staff and volunteers in their section are introduced to the school's Safeguarding & Child Protection Policy and Procedures during induction.

In addition to this formal training, the knowledge and skills of the DSLs should be updated (for example by meeting other safeguarding leads, taking time to read and digest safeguarding developments and reading NYSCP bulletins) at regular intervals but at least annually to keep up with developments relevant to their role.

Staff are trained on how to deal with allegations of child sexual violence, as stated in part 5 of KCSIE2020.

All staff and Upper Sixth form pupils are issued with a card as an aide memoire regarding raising concerns. This includes the direct contact details for the senior school DSL and deputy.

## 1.10 Annual Review

The DSLs with the Governor responsible for Child Protection will undertake an annual review of the Safeguarding Policy & audit of procedures. The reviewed policy will be presented for approval to the Governors' Boarding & Pastoral sub-committee annually. An annual Safeguarding Audit Report will be presented at a meeting of the Governing Body to enable them to scrutinise the effectiveness of the reviewed policy and implementation of the procedures.

## 1.11 Wider Safeguarding Duties

### 1.111 FGM

Female Genital Mutilation (FGM) is a form of child abuse and violence against girls and women, a serious public health hazard and a human rights issue. It is illegal in the UK to subject a girl or woman to FGM, or take a child abroad to undergo FGM. Practitioners in all areas must be aware of and actively prevent and tackle FGM. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

There is a statutory duty upon **teachers** in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they must also discuss any such case with the DSL and involve children's social care as appropriate.

The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In accordance with NYSCP procedures, any concerns that a girl may be at risk of FGM or has already undergone the procedure must be reported to the DSL immediately, who will contact the NYSC team.

### **1.112 RADICALISATION & PREVENT DUTY**

The school is aware of its duty to prevent people from being drawn into terrorism ('the Prevent duty'). Terrorism is 'an action that endangers or causes serious violent to a person or people, causes serious damage to property, or seriously interferes or disrupts an electronic system. The 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.'

Radicalisation is the process by which a person comes to support terrorism and forms of extremism.

The school provides a broad and balanced curriculum that helps protect pupils against extremism and promotes community cohesion. The school builds pupils' resilience to radicalisation by promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The school provides a safe space in which children can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Suitable filtering of access to terrorist and extremist material on the internet using the school's information systems is in place. The school does not give a platform for extremist speakers.

Through training staff understand the risk of radicalisation, and are alert to the changes in children's behaviour that could indicate that they may be vulnerable to, or in need of, help or protection. Staff should use their professional judgment in identifying children who might be at risk of radicalisation and act proportionately. They should follow the school's safeguarding procedures and speak with the DSLs who act as the strategic Prevent lead in school. The risk of radicalisation will be assessed and a referral to the Channel programme may be made. The DSL may then be asked to attend a Channel panel to determine support required.

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

### **1.113 HONOUR-BASED ABUSE**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

## 1.12 Related School Policies

Safeguarding children's welfare encompasses a broad range of issues beyond child protection. The school has a range of other related policies and procedures, details of which are published on the website: personal care policy (Junior School); the Pre-school mobile phone and social networking policies; health & safety policy; medical policy; first aid policy; anti-bullying policy; eSafety user agreement; equal opportunities policy; safer recruitment policy; staff code of conduct (which includes guidance on use of mobile phones and cameras); whistleblowing policy and the complaints procedure; Behaviour and Exclusions policy. Copies of these are available on the school's website.

Specific guidance on the use of social media, mobile phones, cameras and mobile devices are incorporated into the eSafety User Agreement, the Staff Code of Conduct and the Early Years' Mobile Phone & Social Networking Policies. These documents also refer to use of images (moving and still) with particular reference to social networking sites. The school has a separate Missing Pupil procedure.

## 1.13 Responsibilities

### 1.131 THE GOVERNING BODY

#### Ensures that:

- the school has a safeguarding policy and procedures in place that are in accordance with government guidance and locally agreed inter-agency procedures set up by the NYSCP. This policy is provided to and read by all staff, including temporary staff and volunteers on induction, is updated at least annually and available publicly on the school's website.
- all staff read at least part one of the DfE statutory guidance: *Keeping Children Safe in Education* (September 2020) and annex A
- the school has a Staff Code of Conduct which includes staff/pupil relationships, one to one tuition and communications including the use of social media
- the school operates Safer Recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children
- the school has procedures for dealing with allegations of abuse against staff, other pupils and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures
- there are procedures in place to make a referral to the Disclosure and Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned
- there are procedures in place to handle allegations that a child has harmed another child
- the school has due regard in particular to the duty to prevent people from being drawn into terrorism; to report known cases of female genital mutilation and to follow procedures when a child goes missing from education
- a member of the Senior Management Teams is designated to take lead responsibility for child protection (and that there is a deputy)
- the DSLs have the appropriate 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
- all staff undertake appropriate child protection training
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements
- the Chair of Governors is nominated to liaise with the LADO and/or partner agencies in the event of allegations of abuse being made against the Headmaster
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to

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safeguarding children and child protection and liaises with the school on these matters where appropriate

- they review their policies and procedures annually and provide information to the local authorities and other appropriate bodies about them and about how the above duties have been discharged

### **1.132 THE HEADMASTER**

#### **Ensures that:**

- the policies and procedures adopted by the Governing Body particularly concerning referrals of cases of suspected abuse and neglect are fully implemented, and followed by all staff
- in the event of allegations of abuse being made against a member of staff or a volunteer he liaises with the case manager and the designated officers at the local authority for child protection concerns (all cases which concern a staff member or volunteer)
- refers cases where a crime may have been committed to the Police as required
- refers cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns will be taken seriously, are addressed sensitively and effectively in a timely manner in accordance with agreed whistleblowing policies
- he undergoes appropriate child protection training that is regularly updated

### **1.133 THE DESIGNATED SAFEGUARDING LEADS:**

The Designated Safeguarding Leads will encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school puts into place to protect them.

They will be the first point of contact for parents, pupils, teaching & non-teaching staff and external agencies in all safeguarding matters.

They will act as a source of support, advice and expertise to staff on matters of safety and safeguarding, including leading on on-line safety. They understand the assessment process and use the LSCP's threshold document (vulnerability checklist) to help identify the additional needs of children who would benefit from a co-ordinated offer of early help.

During term time the Designated Safeguarding Leads (or a deputy) will be available in the school, usually in person, during school hours for staff to discuss safeguarding concerns. Out of hours cover may be by telephone and during holiday activities, separate arrangements are made to provide safeguarding cover.

Specifically, they will:

#### **Raise awareness by:**

- ensuring that all staff have access to and understand the school's safeguarding policy and procedures and can use them appropriately
- promoting educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff
- updating this policy, reviewing it at least annually and work with the governing body regarding this
- ensuring that this policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this

- making sure that staff are aware of LCSB training opportunities and guidance and maintaining a list of useful external contacts who can offer support, advice and guidance to staff
- working with the PSHCEe co-ordinators to ensure that pupils are taught about safeguarding issues, including online safety through the PSHCEe curriculum
- being alert to the specific needs of children in need, including those with special educational needs, young carers and those who have a social worker
- monitoring pupil attendance

**Manage referrals by:**

- referring all cases of suspected abuse or allegations promptly to local authority Children's Social Care and following this in writing within 24 hours
- keeping detailed accurate secure written records of concerns
- determining which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting a child
- supporting staff who make referrals to social care
- referring cases to the Channel programme where there is a concern over radicalisation and support any staff who make referrals to the Channel programme

**Work with others by:**

- liaising with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- liaising with the Headmaster to inform him of any issues especially on-going investigations
- having a working knowledge of inter-agency working, how the LSCP operates, the conduct of a child protection case conference and be able to attend and contribute to these
- contributing to inter-agency plans to provide additional support to children subject to child protection plans
- notifying the local authority of any private fostering arrangements of which they become aware
- organising that where a child leaves school, the child protection file is copied for the new establishment as soon as possible and transferring it separately and securely from the main pupil file, obtaining confirmation of receipt. (The school will retain the original child protection file according to current guidance, for example from IICSA, usually until at least the child's 25<sup>th</sup> birthday, along with a record of when and to which establishment the copy was sent. If a child goes missing or leaves to be educated at home, then the child protection file will be copied and the copy forwarded to the Safeguarding Unit Manager, County Hall, Northallerton, DL7 8AE).

**Undertake training by:**

- participating in relevant training to provide the knowledge and skills required to carry out the role of DSL and ensuring that this training is in accordance with LSCP guidance and is updated at least every two years. This training should include how to identify signs of abuse; when it is appropriate to make a referral, and include Prevent awareness training
- refreshing their knowledge and skills regularly, and at least annually, by reading and keeping up-to-date with recent safeguarding guidance and meeting with other DSLs to ensure that they understand and keep up with any developments relevant to the role. This should include half-termly meetings between the DSLs in each phase of the school and attending NYSCP and national safeguarding conferences
- ensuring that all new and part-time staff have induction training that enables them to understand safeguarding and use child protection procedures

### **1.134 THE DEPUTY DESIGNATED SAFEGUARDING LEAD(S)**

**Will:**

- be trained to the same standard as the DSLs
- deputise for the DSLs in their absence but the ultimate lead responsibility for child protection remains with the DSLs

### **1.135 ALL STAFF AND VOLUNTEERS**

**Will:**

- be prepared to identify children who would benefit from early help, to provide support as soon as a problem emerges, and to discuss ways of supporting the child's needs through discussion with the DSL and/or other agencies
- fully comply with the school's policies and procedures, including reading at least part one of KCSIE 2020 and Annex A, this safeguarding policy and the staff code of conduct and any subsequent amendments
- attend appropriate training
- have training which includes Prevent and online safety (via induction and regular updates) in line with LSCP advice.
- inform the DSL of any concerns as soon as they arise
- self-refer any concerns they have with regard to the staff code of conduct
- refer concerns about another member of staff or volunteer to the Headmaster
- refer concerns about the Headmaster to the Chair of Governors
- inform the DSL if they become aware that a pupil may be in a private fostering arrangement (i.e. provided with care and accommodation by someone to whom they are not related in that person's home)
- have due regard to the duty to prevent people from being drawn into terrorism; report known cases of female genital mutilation and to follow procedures when a child goes missing from education
- raise concerns about poor or unsafe practice via the school's whistleblowing procedures

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## 2 IDENTIFYING CHILDREN SUFFERING OR LIKELY TO SUFFER SIGNIFICANT HARM

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It is the responsibility of all staff to report concerns. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members have any concerns they should always speak to the DSL as soon as possible.

**Staff must monitor and through the DSL review any cause for concern about a child's welfare.**

**Possible signs that may indicate a cause for a serious child welfare concern are:**

- Injuries or marks without reasonable explanation
- Attendance patterns
- Statements, comments
- Stories, 'news', drawings
- Response to P.E./Sport/Music/Drama
- Changes to mood
- Changes to academic functioning
- Sexualised behaviour or language
- Significant weight loss or gain
- Relationships
- Language and Behaviour
- Demeanour and appearance
- Family circumstances
- Parental behaviour / care of children

Staff should be aware that behaviours linked to drug taking, alcohol abuse, and truanting put children in danger.

A child going missing from education is also a potential indicator of abuse or neglect.

Staff must be alert to pupil relationships and the potential for peer on peer abuse, this can include bullying, cyberbullying, gender-based violence, sexual assaults and sexting.

### 2.1 What is abuse?

Abuse is a form of maltreatment of a child (physical, sexual, emotional or neglect). Somebody may abuse a child by inflicting or by failing to prevent harm. They 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. Abuse may take place wholly online or technology may be used to facilitate abuse offline.

The effects of abuse can be permanent, or last well into adulthood. An abused child can become an adult who is unable to enjoy satisfying relationships with other people; he or she may well experience psychological problems, or be prone to self-abuse or the abuse of other vulnerable people.

Abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label, in most cases multiple issues will overlap with one another.

A **child** is anyone who has not yet reached his/her 18<sup>th</sup> birthday (Children Acts 1989 & 2004).

Child Sexual Exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status. There is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying, including cyberbullying and grooming.



## 2.2 Signs of Abuse

**PHYSICAL ABUSE** may involve hitting, shaking, throwing, poisoning, and burning, 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.

Signs:

- Bruising: especially to non-protruding parts of the body (head, ears, cheeks, mouth, chest, upper arms, stomach, thighs & buttocks). Includes black eyes (with soft tissue swelling), evidence of marks of objects used (belt, stick, fingers)
- Burns & Scalds: non-accidental burns normally have distinct outlines. Includes cigarette burns and some friction burns. Accidental burns should always raise questions about amount of supervision
- Bites & Scratches: human bite marks are very noticeable as two semi-circles. Includes love bites (sign of sexual abuse). Deep and extensive scratches that could be inflicted by an adult. Bite marks are very significant
- Lesions & Cuts: restraint of children using ropes or bands at wrist or ankle can lead to straight edged lesions

**NEGLECT** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of a child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs:

- Delayed physical and emotional development
- Inadequate provision of diet, safe or clean hygienic living conditions. Severe infestations
- Inadequate supervision e.g. child left to roam streets, alone in house, or with inappropriate carer
- Failure to provide for children's medical needs

**EMOTIONAL ABUSE** is persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It may involve conveying to children that they are worthless, unloved or 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 a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Signs:

- Rejection shown by ridiculing, scapegoating and criticising
- There may be no physical signs, but sleep problems, feeding problems, irritability, lethargy, excessive clinginess or poor attachments
- Poor speech & language development, no stranger awareness, hyperactivity, poor social interaction, failure to acknowledge that others have rights
- Poor self-esteem, poor concentration, wetting/soiling
- Compulsive or disturbed behaviours, developmental impairment (physical & psychological), self-harm, suicide, depression, withdrawal, difficulty making friendships, being passive, apathetic

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

Signs:

- Sexually precocious behaviour
- Solvent, alcohol or drug abuse
- Eating disorders, self-harming
- Changes in school performance
- Isolation from peers
- Sexual abuse of other children
- Bruises, scratches, marks to neck, buttocks, breasts, lower abdomen or thighs
- Difficulty in walking or sitting
- Torn, stained or bloody underclothes

## 2.3 Specific safeguarding issues and forms of abuse

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

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;

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- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

**CHILD CRIMINAL EXPLOITATION (CCE)** is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see KCSIE 2020 page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

**COUNTY LINES** is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".'

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

**DOMESTIC ABUSE** is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

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. Exposure to 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 for the abuse or may have had to leave the family home as a result.



### **2.31 ADDITIONAL SAFEGUARDING ISSUES (NOT PREVIOUSLY REFERENCED)**

These include:

- Bullying including cyberbullying
- Drugs
- Fabricated or induced illness
- Faith abuse
- Forced marriage
- Gangs and youth violence
- Gender-based violence
- Private fostering
- Relationship Abuse
- Sexting
- Teenage relationship abuse
- Trafficking
- Upskirting

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## 3 TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

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It is **not** the responsibility of staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns, maintain an open mind and listen to the children. It is important that children receive the right help at the right time to address risks and prevent issues from escalating.

All concerns regarding the welfare of pupils should be clearly recorded and discussed with the Designated Safeguarding Lead (DSL) or the Deputy DSL prior to any discussion with parents.

Children's views will be listened to and they will be given a proper explanation (appropriate to age & understanding) of any action taken on their behalf and why – there is no requirement for parental consent for referrals to statutory agencies. Staff must always act in the interests of the child.

### 3.1 What to do if you have concerns about a child's welfare:

Some concerns regarding a child's welfare may not constitute abuse but it may be felt that the child is 'in need' and would benefit from early help.

1. Staff who have **even the slightest cause for concern** in any matter relating to the safety and well-being of a student **must** discuss their concerns **immediately** with the DSL or the Deputy DSL or Headmaster. If these people are not available, staff should speak to a member of the SLT and/or take advice from local children's social care.

This enables options for support to be explored and could involve referrals to specialist services such as the Craven Prevention team. Children's needs can be assessed against the NYSCP [Vulnerability checklist](#). Any referral for early help or support should be kept under regular review.

2. Do not promise confidentiality to a child.
3. Do not leave it to others to express a concern – you must take action.
4. Record in writing what it is that concerns you and pass it on to the DSL.

### 3.2 What concerns must you immediately report?

- Any suspicion that a child is injured, marked or bruised in a way that 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 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 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 showing of images.

**These concerns should not be discussed with other colleagues or friends or anyone other than a designated person.**

### **3.3 What to do if a child is thought to be in immediate danger of harm**

If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anyone can make a referral if they have a concern but they should inform the DSL as soon as possible.

### **3.4 Inappropriate Images**

If indecent images of children are discovered at the school or on school equipment an immediate referral should be made to the DSL and the police contacted if relevant. The images/equipment should be secured and there should be no attempt to view or delete the images. If the images are of children known to the school, a referral should also be made to children's social care.

### **3.5 What to do if a child discloses that they have been abused**

Disclosures or information may be received from pupils, parents or other members of the public. The school recognises that those who disclose may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL and make a record.

It is not easy for children to disclose information about abuse. If they do talk to you, it is because they trust you and feel that you will be able to do something to help.

1. **LISTEN** sensitively; take what is said seriously; do NOT promise confidentiality.

Explain this in a positive way. You can say "I can't promise you confidentiality but I can promise you that we will talk about what happens next" or "I may need to pass on what you tell me but I promise I will tell you what I am going to do and why".

Try to ensure that the person disclosing does not have to speak to another member of school staff. You could suggest that they continue the disclosure with the DSL.

You should not investigate; only seek to clarify the situation. Allow them to speak freely.

Try to keep questions to a minimum. Ask open, not leading questions e.g. "Can you tell me what happened?" rather than "Did x hit you?"

2. **REASSURE** and support the child that the school will do everything in its power to help.

Remain calm. Offer verbal comfort. Try not to show signs of shock, horror or surprise and not to express feelings or make judgements regarding any person alleged to have harmed the child.

At an appropriate point explain sensitively what will happen next and that only those who 'need to know' will be told and that you have the responsibility to refer this information to the DSL. Offer to go with them.

3. **REPORT** to the DSL who will explain what happens next.

Do not discuss the situation with anyone other than a designated person.

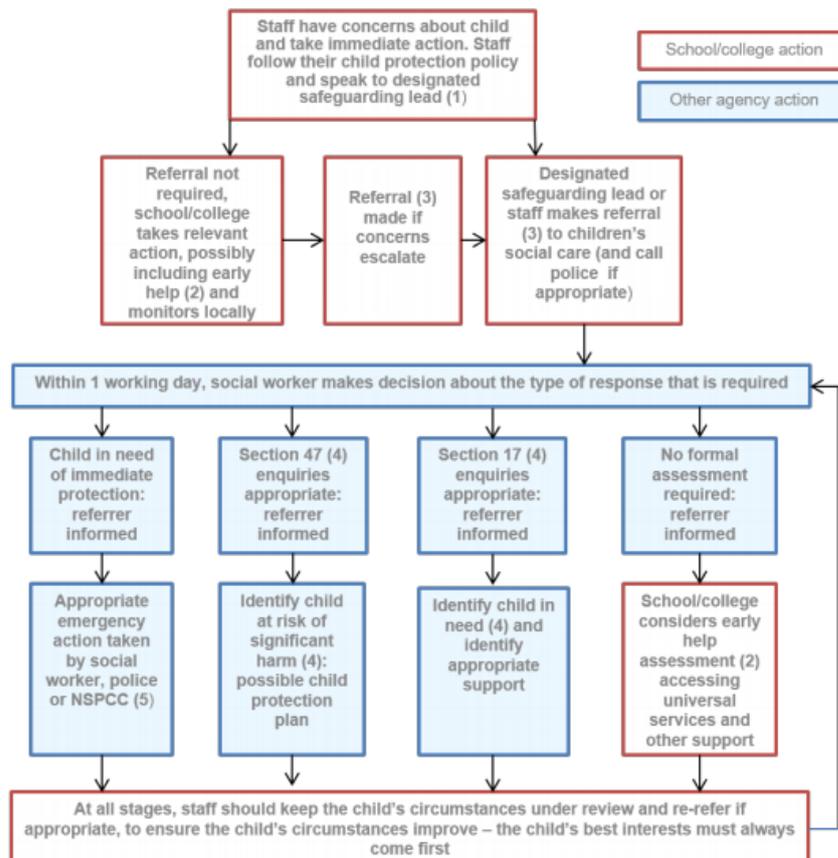
4. **RECORD** the following information objectively as soon as possible on anything near at hand, sign & date it and mark it private and confidential before giving to the DSL:
- What the child has said, including what has happened and where
  - What you said in reply
  - Where you were and what was happening immediately beforehand
  - Any relevant dates and times
  - Where any injury is sited and what it looks like
  - Anyone else who was present

Staff in the Junior School or EYU should always use the specific forms provided to record concerns or make notes. This includes a body map if required.

### 3.6 Action to be taken where there are concerns about a child

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately. **Anybody can make a referral.**

#### Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

(Updated from KCSIE

Sept 2020)

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## 4 MAKING A REFERRAL

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Where there is clear disclosure or information, or where physical evidence is apparent, an immediate urgent referral should always be made. All referrals to Children and Families' Service will be made using the [universal referral form](#) **within 24 hours**.

### 4.1 Action by the DSL (or their Deputy)

1. Following any information raising concern, the DSL will consider:
  - any urgent medical needs of the child
  - making an enquiry to the Customer Service Centre on **01609 780780** to establish if the child is, or has been, the subject of a Child Protection Plan
  - discussing the matter with other agencies involved with the family
  - consulting with appropriate persons e.g. Prevention Service, Children's Social Care
  - the child's views, wishes and any fears or concerns they may have
2. The DSL will then decide:
  - wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
  - whether to make a child protection referral to Children and Families' Service because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately. In the case of a boarder this may also involve a referral to services in the child's home area.

**OR**

- not to make a referral at this stage
- if further monitoring to reassess concerns if the situation does not improve are necessary
- if an Individual Welfare Plan should be drawn up
- if it would be appropriate to undertake an early help assessment (e.g. Common Assessment Framework) and/or make a referral for other services and/or contact the Early Intervention (Prevention) Manager for Craven

All information and actions taken, including the reasons for any decisions made, will be fully documented.

### 4.2 Action following a child protection referral

The Designated Safeguarding Lead or other appropriate member of staff will:

1. attend multi-agency meetings and provide reports
2. make regular contact with Children's Social Care
3. contribute to the Strategy Discussion and all assessments
4. provide a report for, attend and contribute to any subsequent Child Protection Conference
5. if the child has a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
6. where possible, share all reports with parents prior to meetings
7. if after referral the child's situation does not appear to be improving, the DSL (or referrer) will press for reconsideration to ensure that concerns have been addressed and the child's situation improves

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8. 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 6.16
9. where there is significant information in respect of a child subject to a Child Protection Plan, **immediately** inform the key worker or his/her 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

### 4.3 What happens following a referral?

Once Children's Social Care have received the information about the child they will do some checks with other services, Health, Education, Probation and Police and will also contact NYSCP Central Database (formerly known as the Child Protection Register).

Often an initial inter-agency strategy meeting, to which parents are not invited, is called to discuss courses of action and who will be responsible for what.

An investigation into abuse will be done by Social Services and sometimes the police, who will talk to the child, natural family carers and anyone else who is relevant to the incident. The referring individual will be kept informed of the situation. At the end of the investigation two courses of action are possible: a Child Protection Case Conference (within 15 working days of a Strategy Meeting) can be held where Child Protection issues are looked at. The school would need to provide a written report before a Case Conference, using a standard template. As a result of this Case Conference, if a child is deemed to be at risk of significant harm they could be placed on the Register. Alternatively, a No Further Action report can be filed.

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## 5 RECORDING INFORMATION

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### 5.1 General advice

All concerns, discussions, decisions, agreements made, actions taken (dated, timed and signed to include the name and agency/title of the responsible spoken with) and arrangements for monitoring/review should be recorded carefully and any written notes stored securely.

#### **School will record:**

- Child's full name, family address, DoB
- Emergency contacts
- Names of all household members and dates of birth especially for siblings & other children
- Those with parental responsibility, primary carers, names of persons authorised to collect from school, copies of any court orders etc
- Key contacts in other agencies including GP details
- Details of significant contact with carers
- the plan to protect the child and arrangements for monitoring/review

#### **ALL notes made should be kept. These should be:**

- Original
- Contemporary
- Include names & details of others involved or present
- Signed and dated

#### **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) if appropriate
- Words child uses (not translated into 'proper' words)
- Notes of non-verbal behaviours

## 5.2 Keeping Information

All Child Protection documents will be stored in CPOMS (historic paper-based files are stored away from the main school record). This will be locked away and accessible only by the Headmaster or Head of the Junior School and the DSL.

This file will be transferred separately from the main pupil file. It should be copied and sent by recorded delivery as soon as possible to any school the pupil moves to, clearly marked 'Child Protection, Confidential, for the attention of Designated Safeguarding Lead' and confirmation of receipt should be obtained.

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

Original copies with a record of when and to which establishment a copy has been sent will be retained in accordance with current guidance, from example from IICSA, usually until at least the child's 25<sup>th</sup> Birthday.

## 5.3 Information Sharing

Whilst the Data Protection Act places duties on organisations and individuals to process personal information fairly and lawfully it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm.

If a member of staff is contacted by an external agency making enquiries about a child's welfare, please take their details and refer them to the relevant Designated Safeguarding Lead. Information should not be disclosed without verifying the identity of the caller and their role within that organisation.

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# 6 ALLEGATIONS REGARDING STAFF (OR VOLUNTEERS)

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## 6.1 What to do if you have concerns about a member of staff or a volunteer

If you have concerns about a staff member or a supply teacher or volunteer, for example that they have not adhered to the staff code of conduct, then this should be referred immediately to the Headmaster. Where there are concerns about the Headmaster this should be referred to the Chair of Governors without the Headmaster being informed.

Any allegation or suspicion of abuse must be reported immediately to the Headmaster who is legally bound to take the appropriate action. In the absence of the Headmaster this would be reported to the Deputy Head who is the DSL, who must keep the Headmaster informed.

The Headmaster will inform the Chair of Governors of any allegation.

Managing Allegations against staff or Volunteers of the NYSCP procedures (available at [www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk)) will be followed.

The LADO must be informed of any allegation as soon as possible and within one working day, and before any investigations are carried out.

The LADO is: **Susan Crawford** (see page 1 for contact details)

The Designated Officer (also known as the LADO) is informed of all allegations that come to the school's attention so that he or she can consult police and local authority children's social care services as appropriate. This relates to members of staff currently working in school, regardless of where the allegation of abuse took place. Allegations against a teacher no longer teaching should be referred to the police. Delayed or "historical" allegations should also be referred to the police.

## 6.2 Duty to Refer

The school are under a duty to consider making a referral to the TRA where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate, and should make reference to this in their policies. The reasons such an order would be considered are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'.

Failure to make a report is a criminal offence.

## 6.3 What to do in the event of an allegation against staff (or volunteers)

Where an allegation is made against any person working in or on behalf of the school or as a volunteer, including where that person is no longer working in the school and/or the allegation is historical that s/he has:

- 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 s/he would pose a risk of harm if they work regularly or closely with children
- d. behaved or may have behaved in a way that indicates they may not be suitable to work with children.

**it must be reported immediately to the Headmaster.** When an allegation has been made, any additional or emerging information should also be reported immediately to the Headmaster.

The Headmaster will inform the Chairman of any allegation. In the event that an allegation is made against the Headmaster the matter should be reported to the Chairman of Governors.

Where there is an immediate threat to a child the Police or the Emergency Duty Team (if outside office hours) should be contacted.

The Harrogate & Craven LADO (see page 1) should be informed within one working day of all allegations that come to the school's attention and appear to meet the criteria immediately so they can consult police and children's social care services as appropriate.

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer is dealt with very quickly, in a planned, fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements should be followed to resolve cases quickly and without delay.

Some rare allegations will be so serious as to require immediate intervention by the local authority's social care services and/or police. In case of serious harm, the police should be informed from the outset.

It is essential that all allegations are dealt with in line with agreed procedures:

1. The person who has received an allegation or witnessed an event **must immediately inform** the Headmaster and make a record. NB: in accordance with the school's Whistleblowing Policy, no member of the staff will suffer a detriment or be disciplined for raising a genuine and legitimate concern, providing that they do so in good faith.
2. In the event that an allegation is made against the Headmaster the matter will be reported to the Chair of Governors who will proceed as the 'Headmaster'.

3. The Headmaster will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs.
4. The member of staff will not be approached at this stage unless it is necessary to address the **immediate** safety of children.
5. **In the first instance, the Headmaster should immediately consult with the LADO.** In order to determine if it is appropriate for the allegation to be dealt with by the school or if there needs to be a referral to social care and/or the police for investigation. All discussions must be recorded in writing. A **LADO referral form** should be sent securely by email within one working day.
6. The Headmaster 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 LADO may ask the Headmaster to provide or obtain any additional information such as previous history, whether the child or their family have made similar allegations previously, and the individual's current contact with children. The LADO will help to determine whether police involvement is necessary.

7. The evaluation of this initial sharing may lead to a decision that no further action is to be taken in regard to the individual facing the allegation/concern; in which case this decision and a justification for it should be recorded, by both the Headmaster and the LADO, and agreement reached as to what information should be put in writing to the individual concerned and by whom. The Headmaster should then consider with the LADO what action should follow, including agreeing communication with the individual and with the parents of the child or children involved.
8. After consulting the LADO the Headmaster should inform the accused person about the allegation as soon as possible and provide them with as much information as possible at the time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the Head should not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused.
9. The Headmaster, with advice from the LADO, must consider carefully whether the circumstances warrant a person being suspended from contact with children at the school or whether alternative arrangements can be put in place until the allegation or concern is resolved. Suspension should not be the default position; an individual should only be suspended if there is no reasonable alternative. All options to avoid suspension should be considered prior to taking that step (of *KCSIE (2020)* for further detail).

If a residential member of boarding house staff is suspended pending the investigation of an allegation alternative accommodation will be found for the member of staff for the duration of the investigative process.

10. To provide effective support to a member of staff who is suspended a named contact will be provided.
11. If there is cause to suspect that a child is suffering or is likely to suffer significant harm, the LADO will immediately ask Children's Social Care for a strategy meeting to be convened.
12. Consideration will be given throughout to the support and information needs of pupils, parents and staff. It is extremely important that when an allegation is made, the school makes every effort to maintain confidentiality and guard against unwarranted publicity while an allegation is being investigated or considered. The Headmaster will take advice from the LADO, police and children's social care to agree who needs to know and exactly what information can be shared.

## 6.4 Recording and duty to report information:

The outcome of allegation investigations is determined as: substantiated; malicious; false or unsubstantiated.

Detailed and accurate records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely in a separate file in the Headmaster's/Head of the Junior School's office.

Whilst we acknowledge such allegations (as all others) may be false, malicious or displaced, we also acknowledge they may be founded. It is therefore essential that all investigations are investigated properly and in line with agreed procedure. It is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused and a copy provided to the person concerned.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. The record should be retained in accordance with current guidance, for example from IICSA, at least until the accused has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.

'Compromise agreements' cannot apply.

The school has a duty to inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children in the Early Years' Unit, (whether that allegation relates to harm or abuse committed at school or elsewhere), or any other abuse which is alleged to have taken place at the school. The action taken in respect of these allegations must also be reported. This must be done as soon as is reasonably practicable and at the latest within 14 days.

The school also has a duty to consider making a referral to the Teacher Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had they not resigned) and a prohibition order may be appropriate. Reasons for such a referral include: unacceptable professional conduct; conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence. See *Teacher misconduct: the prohibition of teachers* (July 2014).

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## 7 ALLEGATION/SUSPICION OF ABUSE BY A PUPIL

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Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, all staff recognise that children are capable of abusing their peers and should be clear about the school's policy and procedures regarding peer on peer abuse. All peer on peer abuse is unacceptable and will be taken seriously.

Peer on peer abuse can take many forms, including:

- **physical abuse** such as biting, hitting, kicking or hair pulling
- **sexually harmful behaviour/sexual abuse** such as inappropriate sexual language, touching, sexual assault, upskirting
- **sexting**, including pressuring another person to send a sexual imagery or video content
- **teenage relationship abuse** - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner

- **initiation/hazing** - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them
- **prejudiced behaviour** - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Different gender issues can be prevalent when dealing with peer on peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

At our school, we take the following steps to minimise or prevent the risk of peer on peer abuse.

- An open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them.
- Assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying.
- Our pastoral curriculum and CforLife/PSHCEE are used to reinforce the message through stories, role play, current affairs and other suitable activities.
- Staff will endeavour always to create surroundings where everyone feels confident and at ease in school.
- We will ensure that the school is well supervised, especially in areas where children might be vulnerable.

## 7.1 What to do in the event of an allegation against a pupil or pupils

All allegations of peer on peer abuse should be passed to the DSL immediately. They will then be investigated and dealt with as follows.

- **Information gathering** – children, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm.
- **Decide on action** – if it is believed that any young person is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police.
- **Inform parents** - as with other concerns of abuse, the school will normally seek to discuss concerns about a pupil with parents. Our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

Where allegations of sexual violence or sexual harassment are made, the school will act in accordance with the guidance set out in Part 5 of *Keeping Children Safe in Education (2020)*.

A bullying incident will be addressed as a child protection concern when there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm. All children involved, whether perpetrator or victim, should be treated as being at risk.

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

The same procedures as for an allegation against a member of staff (or volunteer) will be followed. A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply.

The School will immediately take advice from the Emergency Duty team at Children's Social Care and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of Children's Social Care, parents are informed as soon as possible and that the pupil is supported during any interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him/her if it is necessary to suspend him/her during the investigation.

Reviewed by: A Simpson, DSL Senior School  
C Shuttleworth, Early Years (Pre-school) DDSL Junior School  
A Jarman, Nominated Governor for Safeguarding  
MM Turnbull, Headmaster  
JR Mundell, DSL Junior School, Head of the Junior School

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Next review date: August 2021

#### **Sources of Information:**

[KCSIE - Keeping Children Safe in Education \(DfE statutory guidance, September 2020\)](#)

[Working Together to Safeguard Children: a guide to inter-agency working \(DfE July 2018\)](#)

Information sharing: *advice for practitioners* (DfE July 2018)

What to do if you're worried a child is being abused (DfE March 2015)

Disqualification under the Childcare Act 2006 (DfE statutory guidance, July 2018)

The Prevent duty: *advice for schools and childcare providers* (DfE June 2015)

Sexual violence and sexual harassment between children in schools and colleges (DfE May 2018)

Children missing education (DfE September 2016)

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

Child Internet Safety (UKCCIS) 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

NSPCC website: [www.nspcc.org.uk](http://www.nspcc.org.uk) Teaching online safety in school (DfE, June 2019)

Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, February 2019)

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>