

SAFEGUARDING POLICY and PROCEDURES

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This policy applies to Giggleswick Senior, Junior and Pre-School. It is reviewed and updated annually (as a minimum) in accordance with Keeping Children Safe in Education (KCSIE: 2021). **It applies to all adults, including volunteers, working in or on behalf of the school.**

This policy has regard to the following guidance and advice:

- [KCSIE - Keeping Children Safe in Education \(DfE statutory guidance, September 2021\)](#)
 - Disqualification under the Childcare Act 2006 (DfE statutory guidance, August 2018)
 - What to do if you're worried a child is being abused (DfE March 2015)
 - Sexual violence and sexual harassment between children in schools and colleges (DfE September 2021)
- [Working Together to Safeguard Children: a guide to inter-agency working \(DfE July 2018, latest update December 2020\)](#)
 - Information sharing: *advice for practitioners* (DfE July 2018)
- Revised Prevent Duty Guidance for England and Wales (April 2021)
 - The Prevent duty: *advice for schools and childcare providers* (DfE June 2015)
 - The use of social media for online radicalisation (July 2015)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, June 2019)
- The DDCMS/UKCIS guidance [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (DfE, December 2020)
- Searching, screening and confiscation at school (DfE, January 2018)
- Children missing education (DfE September 2016)
- Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)
- NSPCC website: www.nspcc.org.uk
- Teaching online safety in school (DfE, June 2019)
- <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

We are committed to ensuring the welfare and safety of all children in school. The school follows 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 the school's website.

Full NYSCP procedures are available on their website, 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.

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 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 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](#)

This policy applies to everyone at Giggleswick Senior, Junior and Pre-School and every individual has a responsibility to raise any concern they have about a child with the relevant 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. You should inform the DSL as soon as possible that a referral has been made.**

Safeguarding contact details

Our Designated Safeguarding Leads (DSL) are Christian San Jose (Senior School) and James Mundell (Junior School). They are the first point of contact for any safeguarding matter relating to pupils. If they are not available, you should contact one of the Deputy DSLs as listed below. If for any reason, contact fails, and you are concerned that a pupil is in immediate danger please contact Children's Services directly (details below).

Designated Safeguarding Leads (DSL)		
Christian San Jose Deputy Head <i>Carries the legal duty for all Safeguarding and Child Protection matters in the senior school.</i>	07389 182296 01729 893007	csanjose@giggleswick.org.uk safeguarding@giggleswick.org.uk
James Mundell Head of the Junior School	01729 893104	jrmundell@giggleswick.org.uk
Designated Safeguarding Practitioner (Early Years)		
Carl Shuttleworth Pre-School Manager and Junior School Assistant Head <i>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.</i>	01729 893110	cbshuttleworth@giggleswick.org.uk
Deputy Designated Safeguarding Leads (DDSL)		
Emma-Jane Wharton		ejwharton@giggleswick.org.uk
Jennifer Cooper		jlcooper@giggleswick.org.uk
Headmaster (where the concern is about a member of staff)		
Mark Turnbull	01729 893 005	mturnbull@giggleswick.org.uk
Nominated Safeguarding Governor		
Andrew Jarman		safeguardinggovernor@giggleswick.org.uk
Chair of Governors		
Alex Thursby		chairofgovernors@giggleswick.org.uk

External contact details

North Yorkshire Social Care (Multi-Agency Screening Team) Monday to Friday, 8am- 5.30pm	01609 780780	children&families@northyorks.gov.uk
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<p>Emergency Duty Team</p> <p>For access to urgent social care support or if you have a social care emergency</p>	<p>01609 780780</p>	<p>edt@northyorks.gov.uk</p>
<p>Early Help – West Rachel Yeadon (Craven)</p>	<p>01609 534842</p>	<p>earlyhelpwest@northyorks.gov.uk rachel.yeadon@northyorks.gov.uk</p>
<p>North Yorkshire Safeguarding Children Partnership (NYSCP)</p>	<p>01609 535123</p>	<p>nyscp@northyorks.gov.uk</p>
<p>Susan Crawford</p> <p>LADO for Harrogate and Craven</p>	<p>01609 532152 07813 005161 01609 533080 (LADO team)</p>	<p>Susan.Crawford@northyorks.gov.uk</p>
<p>North Yorkshire Police</p>	<p>101 (non-emergency)</p>	<p>When to call the police</p>
<p>The DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors concerning extremism and radicalisation</p>	<p>020 7340 7264 Monday to Friday from 11am to 3pm 0800 789 321 (Anti-terrorism hotline)</p>	<p>counter.extremism@education.gov.uk</p>
<p>The NSPCC Whistleblowing Advice Line is available for staff who do not feel able to raise concerns regarding child protection internally</p>	<p>0800 028 0285</p>	<p>help@nspcc.org.uk Weston House 42 Curtain Road London EC2A 3NH</p>

NB: The local authority listed above represent the majority of our pupils. The school will contact whichever authority is relevant to the pupil concerned. This may be especially relevant in the case of boarding pupils.

CONTENTS

1	PROVIDING A SAFE ENVIRONMENT	8
1.1	Commitment	8
1.2	Information & Support for pupils	10
1.3	Information for parents	11
1.4	Child Missing from Education	11
1.5	Looked After Children, private fostering arrangements, and children involved with social care provision	12
1.6	Children with Special Educational Needs and Disabilities or Certain Health Conditions	13
1.7	Mental Health & Wellbeing	13
1.8	Safer Recruitment and Vetting Checks	13
1.9	Training and Induction	14
1.10	Annual Review	15
1.11	Wider Safeguarding Duties	15
1.111	FGM	15
1.112	Radicalisation & Prevent duty	16
1.113	HONOUR-BASED ABUSE	16
1.12	Related School Policies	17
1.13	Responsibilities	17
1.131	The Governing Body	17
1.132	The Headmaster	18
1.133	The Designated Safeguarding Leads	18
1.134	The Deputy Designated Safeguarding Lead(s)	22
1.135	KEY SUPPORTING STAFF ROLES: SCHOOL NURSES, SCHOOL COUNSELLOR, LEARNING SUPPORT COORDINATOR	23
1.136	All staff and volunteers	23
2	IDENTIFYING CHILDREN SUFFERING OR LIKELY TO SUFFER SIGNIFICANT HARM	25
2.1	What is abuse?	25
2.2	Signs of Abuse	25
2.3	Specific safeguarding issues and forms of abuse	27
2.4	Peer-on-peer abuse including sexual violence, sexual harassment	30
2.5	____ Serious violence	31



3	TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME	33
3.1	What to do if you have concerns about a child's welfare:	33
3.2	What concerns must you immediately report?	33
3.3	What to do if a child is thought to be in immediate danger of harm	34
3.4	Inappropriate Images and the sharing of nudes or semi-nudes	34
3.5	What to do if a child discloses that they have been abused	35
3.6	Action to be taken where there are concerns about a child	36
3.7	Contextual Safeguarding	36
4	MAKING A REFERRAL	37
4.1	Action by the DSL (or their Deputy)	37
4.2	Action following a child protection referral	37
4.3	What happens following a referral?	38
5	RECORDING INFORMATION	38
5.1	General advice	38
5.2	Keeping Information	39
5.3	Information Sharing	39
6	ALLEGATIONS REGARDING STAFF (OR VOLUNTEERS)	39
6.1	What to do if you have concerns about a member of staff or a volunteer	39
6.2	Duty to Refer	40
6.3	What to do in the event of an allegation against staff (or volunteers)	40
6.4	Low-Level Concerns about staff behaviour	42
6.5	Recording and duty to report information:	44
7	ALLEGATION/SUSPICION OF ABUSE BY A PUPIL	44
7.1	What to do in the event of an allegation against a pupil or pupils	45
Annex A	Child protection during the COVID-19 measures	47
Annex B	Actions where there are concerns about a child	52

1 PROVIDING A SAFE ENVIRONMENT

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 recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs and Disabilities or Physical Health Issues. 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.

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.

Policies: Safeguarding Policy and Procedures

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 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.

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.

The NSPCC runs a whistleblowing helpline on behalf of the government; contact details are published at the start of this policy.

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 childcare 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 take seriously our obligations to teach pupils how to keep safe, particularly when online. 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. Wi-Fi 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 we are using devices for learning we do not generally restrict use of technology, except for younger years and at certain times. Instead, we monitor use and promote safe use through our curriculum.

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 pupils are taught about safeguarding themselves online through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. The curriculum references the four areas of risk: content, contact, conduct and commerce. Pupils are taught to recognise when they are at risk and how to get help when they need it. Opportunities are provided to learn about online safety within a range of curriculum areas and specifically Computing lessons. Educating pupils on the dangers of technologies that may be encountered outside school is also carried out via Curriculum for Life lessons, and PSHE and Computing lessons at the Junior School, by presentations in assemblies, themed events (such as Safer Internet Day) as well as informally when opportunities arise.

At age-appropriate levels, and via Curriculum for Life lessons/PSHE and Computing, pupils are taught about their e-safety responsibilities and to look after their own online safety. From Year 7 pupils are taught about recognising online sexual exploitation, stalking and grooming, the risks, and of their duty to report any such instances they or their peers come across. Pupils are strongly encouraged to approach their Head of House, tutor or the Deputy Head at the Senior School, or form tutor or Head of Junior School, as well as parents, peers and other school staff for advice or help if they experience problems when using the internet and related technologies.

It is possible that pupils will need to continue to access online learning whilst out of school. Our procedures for remote teaching during the ongoing COVID-19 pandemic are outlined in Annex A to this policy, *Child protection during COVID-19 measures*. 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 2021.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 PSHCE (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 PSHCE 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 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, the sharing of nudes or semi-nudes, during PSHCE (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 at 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 (2021) 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. 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

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Elective Home Education (EHE)

Policies: Safeguarding Policy and Procedures

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

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.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence. Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

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.

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The school will hold 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.

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 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.

1.6 Children with Special Educational Needs and Disabilities or Certain Health Conditions

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;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- 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 immediately 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 (2021)*. 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. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the school may undertake an online update check through the DBS Update Service. We encourage all staff to join the DBS Update Service on appointment. Nobody may commence work until all checks have been completed.

The Chair of Governors, Headmaster, Bursar, Deputy Head, members of the Senior Leadership Team; Designated Safeguarding Leads, HR Manager, HR Assistant and anyone else involved in the recruitment process undertake 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.

Policies: Safeguarding Policy and Procedures

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)
- E-Safety User Agreement
- Equal Opportunities Policy
- The School Rules
- Behaviour & Exclusions Policy
- A copy of Part 1 of KCSIE 2021 and Annex B
- 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 KCSIE2021.

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 (as a minimum) 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 refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. 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. Staff should not assume that FGM only happens outside the UK.

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.

The Serious Crime Act 2015 sets out a duty on **teachers** to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure (unlike in the medical profession where an observation may have been made).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out and discuss any such cases with the safeguarding lead and children's social care. 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,

Policies: Safeguarding Policy and Procedures

either through disclosure by the victim or visual evidence). 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' abuse (HBA) 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 HBA 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 HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

Policies: Safeguarding Policy and Procedures

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 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 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.
- the school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children* (updated Dec 2020).
- the school understands the local criteria for action and the local protocol for assessment (see the [Framework for Decision Making](#) – guidance on thresholds).
- there is a senior board level lead to take strategic leadership responsibility for the school's safeguarding arrangements (a nominated safeguarding governor: Andrew Jarman).
- all staff read at least part one of the DfE statutory guidance: *Keeping Children Safe in Education* (September 2021) (or Annex A, if appropriate) and that all leaders and staff who work directly with children read Annex B.
- 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.
- all staff and governors recognise that children are capable of abusing their peers (including online).
- there are procedures in place to handle allegations that a child has harmed another child – the school's behaviour policy and peer-on-peer abuse policy includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying.

- 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 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 LADO 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.
- they receive appropriate safeguarding and 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.

Policies: Safeguarding & Child Protection Policy

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, especially new and part-time staff
- 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 working 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 NYSCP training opportunities and guidance and maintaining a list of useful external contacts who can offer support, advice and guidance to staff
- working with the Curriculum For Life ("CfL" – the School's PSHE curriculum) co-ordinators to ensure that pupils are taught about safeguarding issues, including online safety and peer-on-peer abuse
- 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
- helping 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 leadership staff.

Their role could include ensuring that the school, 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.

Manage referrals by:

- referring cases of suspected abuse to the local authority children's social care as required
- supporting staff who make referrals to local authority children's social care
- referring cases to the Channel panel through the universal referral form where there is a radicalisation concern as required
- supporting staff who make referrals to the Channel panel
- referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- referring 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)
- pressing for re-consideration if, after a referral, the child's situation does not appear to be improving the DSL (or the person that made the referral), to ensure their concerns have been addressed and, most importantly, that the child's situation improves
- reporting 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
- accessing 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](#)
- keeping detailed accurate secure written records of concerns

Policies: Safeguarding & Child Protection Policy

- 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

Work with others by:

- acting as a source of support, advice and expertise for staff
- acting as a point of contact with the three safeguarding partners
- liaising, as required, with the ‘case manager’ and the LADO for child protection concerns in cases which concern a staff member
- liaising with the Headmaster 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
- liaising 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
- liaising with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health
- promoting supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- working with the Headmaster 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. This includes:
 - ensuring that the school 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
 - supporting 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
- 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 25th 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
- ensuring their training provides 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.

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. It should specifically 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.

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

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](#).

The DSL should:

- 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

1.134 THE DEPUTY DESIGNATED SAFEGUARDING LEAD(S)

Will:

- be trained to the same standard as the DSLs

Policies: Safeguarding & Child Protection Policy

- on the rare occasion that both DSLs are absent from school, the Deputy DSL would be expected to be the first point of contact for safeguarding concerns.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

1.135 KEY SUPPORTING STAFF ROLES: SCHOOL NURSES, SCHOOL COUNSELLOR, LEARNING SUPPORT COORDINATOR

These staff play a key role in the safeguarding structure. While they are party to sensitive information, they must be confident in sharing relevant information, ideally (but not exclusively) with consent, with the DSLs, Deputy DSLs and appropriate pastoral staff (including the SLT and Senior House Staff). The school also acknowledges that the School Nurses' support in safeguarding children is guided by the NMC's document: The Code – Professional Standards of Practice and Behaviour for Nurses, Midwives and Nursing Associates. In instances where sharing information in the school setting appears to contradict The Code's guidance, the DSL should be consulted and the responsibility for whether to share sensitive information with key pastoral staff passed to them.

1.136 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 2021 (or Annex A if appropriate) and Annex B, 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.
- 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

Policies: Safeguarding & Child Protection Policy

- 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.
 - 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

2 IDENTIFYING CHILDREN SUFFERING OR LIKELY TO SUFFER SIGNIFICANT HARM

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 18th birthday (Children Acts 1989 & 2004).

2.2 Signs of Abuse

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

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 the child's health or development. Neglect may occur during pregnancy, for example, 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 the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from 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, although 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

SEXUAL ABUSE involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. 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

Policies: Safeguarding Policy and Procedures



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).

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.

Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative 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.

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.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Potential vulnerabilities include:

Policies: Safeguarding Policy and Procedures



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;
- 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.

More information on CSE can be found in [Child sexual exploitation: Definition and a guide for practitioners \(DfE 2017\)](#), and KCSIE 2021 (Part 1 and Annex B).

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.

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.

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 wellbeing;
- 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".'

Policies: Safeguarding Policy and Procedures



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.

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](#).

DOMESTIC ABUSE In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

Policies: Safeguarding Policy and Procedures

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person. It can be found here: <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>).

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 sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

2.4 Peer-on-peer abuse including sexual violence, sexual harassment

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 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 school 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.

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 is ever made to feel ashamed for making a report.

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);

Policies: Safeguarding Policy and Procedures



- 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 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.

The school has a separate anti-bullying and peer-on-peer abuse policy which outlines policy and procedures to deal with peer-on-peer abuse. Any reported incidents of abuse will be logged by the DSL so that they can spot and address any concerning trends and identify pupils who may be in need of additional support.

The school's Relationships and Sex Education Policy (RSE) outlines our approach to help prevent peer-on-peer abuse. We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence. Our RSE programme is an integral part of our whole school Pastoral Curriculum embedded within the school's framework for PHSE (Curriculum for Life) and the Science curriculum.

- The RSE curriculum is delivered through Science and PHSE (C4L) lessons
- School teaching staff deliver the RSE programme, and their training requirements are met
- The RSE curriculum with clear learning outcomes is kept electronically on the school's intranet
- A range of appropriate resources and active learning methods is used following a needs analysis

Effective provision is ensured for all learners (including SEND, ethnicity, faith, sexual orientation)

2.5 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

Policies: Safeguarding Policy and Procedures



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.

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

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 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

Policies: Safeguarding Policy and Procedures

- 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

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 and the sharing of nudes or semi-nudes

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.

In cases where nudes or semi-nudes (previously known as 'sexting') have been shared, we follow guidance given to schools by the UK Council for Internet Safety (UKCIS). The policy *Sharing nudes and semi-nudes* (December 2020)

Staff must not intentionally view any nudes and semi-nudes unless there is good and clear reason to do so as outlined below. Wherever possible, responses to incidents should be based on what the DSL has been told about the content of the imagery.

It is important that all members of staff are clear on what they can and can't do in relation to viewing nudes and semi-nudes and that this is communicated to any child, or parent and carer requesting that imagery be viewed.

The decision to view any imagery should be based on the professional judgement of the DSL and should always comply with the child protection policy and procedures of the education setting. Imagery should never be viewed if the act of viewing will cause significant distress or harm to any child involved. If a decision is made to view imagery, the DSL would need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies because it is not possible to establish the facts from any child or young person involved
- is necessary to report it to a website, app or suitable reporting agency (such as the IWF) to have it taken down, or to support the child or young person or parent or carer in making a report
- is unavoidable because a child or young person has presented it directly to a staff member or nudes or semi-nudes have been found on an education setting's device or network

If it is necessary to view the imagery, then the DSL (or equivalent) should:

- never copy, print, share, store or save them; this is illegal. If this has already happened, please contact your local police for advice and to explain the circumstances

- discuss the decision with the headmaster or a member of the senior leadership team
- make sure viewing is undertaken by the DSL (or equivalent) or another member of the safeguarding team with delegated authority from the headmaster or a member of the senior leadership team
- make sure viewing takes place with another member of staff present in the room, ideally the headteacher or a member of the senior leadership team. This staff member does not need to view the images
- wherever possible, make sure viewing takes place on the premises of the education setting, ideally in the headteacher or a member of the senior leadership team's office
- make sure wherever possible that they are viewed by a staff member of the same sex as the child or young person in the images
- record how and why the decision was made to view the imagery in the safeguarding or child protection records, including who was present, why the nudes or semi-nudes were viewed and any subsequent actions. Ensure this is signed and dated and meets any appropriate wider standards e.g. such as those set out in statutory safeguarding guidance and local authority policies and procedures

If you suspect that any devices need to be confiscated because they may contain evidence of peer-on-peer abuse, the sharing of nudes or semi-nudes, pornographic images of children or extreme pornography, you must do so immediately. The device(s) must be secured immediately. DO NOT EXAMINE ANY FILES. The device should be disconnected from Wi-Fi and data and turned off immediately to avoid imagery being removed from the device remotely through a cloud storage service. The device should be placed in a secure place, for example in a locked cupboard or safe until the police are able to come and collect it. **Report to the DSL without delay.**

Further details on searching, deleting and confiscating devices can be found in the DfE's [Searching, Screening and Confiscation advice](#) (pg 15).

If nudes or semi-nudes have been viewed by a member of staff, either following a disclosure from a child as a result of a member of staff undertaking their daily role (such as IT staff monitoring school systems), the DSL should make sure that the staff member is provided with appropriate support. Viewing nudes and semi-nudes can be distressing for both children, young people and adults and appropriate emotional support may be required.

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 in Annex B 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.**

3.7 Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the School and can occur between children outside School. All staff, but especially the DSL and any deputies, should consider the context within which such incidents and/or behaviours occur. The School will as part of the wider assessment of children, consider whether environmental factors are present in a child's life that are a threat to their safety and/or welfare. The School will share as much information with Children's Social Care as possible as part of the referral process to enable consideration of all the available evidence and the full context of any abuse.

4 MAKING A REFERRAL

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

Policies: Safeguarding Policy and Procedures

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.

5 RECORDING INFORMATION

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 25th 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.

6 ALLEGATIONS REGARDING STAFF (OR VOLUNTEERS)

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) will be followed.

The LADO must be informed of any allegation without delay and before any investigations are carried out.

The LADO is: **Susan Crawford** (see page 5 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.

Policies: Safeguarding Policy and Procedures

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 should be informed without delay 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.

Policies: Safeguarding Policy and Procedures

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 (2021)* 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 Low-Level Concerns about staff behaviour

The school has a Low-level Concerns Policy which seeks to create and embed a culture of openness, trust and transparency in which the clear values and expected behaviour which are set out in the School's Code of Conduct are constantly lived, monitored and reinforced by all staff. The school deals with all concerns about adults working in or behalf of the school and ensures they are dealt with appropriately and promptly.

6.41 Allegations or concerns about an adult working in the School whether as a teacher, supply teacher, other staff, volunteers or contractors

At Giggleswick we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the DSL without delay; any concerns about the headmaster should go to the Chair of Governors who can be contacted by email.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

Staff do not need to be able to determine in each case whether their concern is a low-level concern, or if it is in fact serious enough to consider a referral to the LADO, or meets the threshold of an allegation.

The Headmaster has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harm threshold for referral to the Local Authority Designated Officer (LADO) (see below).

Before contacting the LADO, schools should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

6.42 Allegations

All low-level concerns may be shared verbally with the Headmaster in the first instance, or by providing them with a written summary.

Where the low-level concern is provided verbally, the Headmaster should make an appropriate record of the conversation, either at the time or immediately following the discussion.

Records will include details of the concern and the context in which the concern arose, and the action taken. The name and role of the individual sharing their concerns should also be noted, however, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible. Records will be signed, timed and dated.

Records will remain confidential in accordance with the school's Data Protection policies and GDPR.

The DSL will discuss all low-level concerns they receive with the headmaster as soon as possible. In the first instance, the headmaster will satisfy themselves that it is a low-level concern and should not be reclassified as a higher-level concern/allegation.

Policies: Safeguarding Policy and Procedures

The circumstances in which a low-level concern might be reclassified are where:

- (a) the threshold is met for a higher-level concern/allegation;
- (b) there is a pattern of low-level concerns which collectively amount to a higher-level concern/allegation; or
- (c) there is other information which when taken into account leads to a higher-level concern/allegation.

It is an allegation if the person* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.

Where the headmaster is in any doubt whatsoever, advice will be sought from the LADO. Allegations should be reported to the LADO 'without delay'.

6.43 Low-level Concerns

Concerns may be graded low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the headmaster should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Records are kept confidential, held securely and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

Policies: Safeguarding Policy and Procedures

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

6.5 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).

7 ALLEGATION/SUSPICION OF ABUSE BY A PUPIL

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:

Policies: Safeguarding Policy and Procedures

- **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 CfL/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 (2021)*.

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 sharing nudes or semin-nudes we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS) 'Sharing Nudes and Semi-nudes: advice for education settings working with children and young people' 2020.

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.

Annex A Child protection during the COVID-19 measures

Context

Following the most recent guidance from the Government, all students will be returning to school in September 2021. However, we have to be prepared for a switch back to the Virtual School if local or regional lockdowns are imposed. There may also be the need to provide virtual learning to small numbers of students who are required to quarantine or self-isolate, having tested positive for COVID-19 or who have been asked to by NHS Track and Trace authorities.

This Annex to our Safeguarding policy sets out details of our safeguarding arrangements for:

1. Context
2. Version control and dissemination
3. Safeguarding priority
4. Current school position
5. Safeguarding partners' advice
6. Roles and responsibilities
7. Vulnerable children
8. Increased vulnerability or risk
9. Attendance
10. Reporting concerns about children and staff
11. Safeguarding training and induction
12. Safer recruitment/volunteers and movement of staff
13. Peer on peer abuse
14. Online safety
15. New children at the school
16. Supporting children not in school
17. Supporting the wellbeing of all students

Version control and dissemination

This is version 1.0 (2021) of this Annex. It will be reviewed by our DSL or a deputy DSL on a regular basis as circumstances continue to evolve or following updated Department for Education advice or guidance. It is available on the school website and is made available to staff by the [Policies and Procedures SharePoint Site](#).

We will ensure that on any given day all staff and volunteers will be aware of who the DSL and deputy DSLs are and how staff and volunteers can to speak to them.

Safeguarding priority

To provide the very best safeguarding and welfare provision for all pupils.

During these challenging times the safeguarding of all children at our school – whether they are currently at home or in attendance – continues to be our priority. The following fundamental safeguarding principles remain the same:

- the best interests of children continue to come first – we still have a duty of care
- if anyone in our school has a safeguarding concern, they will act immediately
- a designated safeguarding lead (DSL) or deputy DSL will always be available
- we will continue to work to ensure that no unsuitable people will be allowed to gain access to children
- children should continue to be protected when they are online

Policies: Safeguarding Policy and Procedures

The Government's *COVID-19: safeguarding in schools, colleges and other providers* guidance was withdrawn in July 2020. The latest advice for schools is contained in *Actions for schools during the coronavirus outbreak* (August 2021).

All pupils not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day.

Schools should ensure remote education, where needed, is safe, high quality and aligns as closely as possible with in-school or college provision. At Giggleswick, there are robust and established procedures to ensure that pupils unable to attend school through illness can access high-quality remote learning.

In conversations with parents, carers and pupils, we continue to emphasise the importance of a safe online environment, which amongst other things, means keeping any log-in credentials and passwords safe. Advice is available from staff on how to do this.

It is especially important for parents and carers to be aware of what their children are being asked to do, including:

- sites they will be asked to use
- school staff their child will interact with

Clear lines of communication between parents/carers and a pupil's Housemaster/mistress will ensure this is the case.

Current school position

Giggleswick is not acting as a cluster school, and all members of the community are either operating on site or remotely (if required to quarantine or self-isolate).

Safeguarding partners' advice

We continue to work closely with our three North Yorkshire safeguarding partners, and we will ensure this Annex is consistent with their advice. This will include expectations for supporting children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need. The current advice is [here](#).

Roles and responsibilities

The roles and responsibilities for safeguarding in our school remain in line with our Safeguarding Policy and Procedures. All are contactable either on site or remotely via (full contact details are found at the start of the Safeguarding Policy document):

- **Designated Safeguarding Lead (DSL): Christian San Jose**, 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 Jennifer Cooper**.

Email: csanjose@giggleswick.org.uk

Tel: 07389 182296

- **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

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

Policies: Safeguarding Policy and Procedures

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 **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.

Vulnerable children

Senior leaders in our school, especially the DSL (and deputies) know who our most vulnerable children are, and they are in regular contact with them should they be required to remote learn.

We will continue to work with children's families and any necessary agencies to ensure that they can still access education, and that we are aware of any concerns, and act to support them as appropriate.

Increased vulnerability or risk

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Staff will be aware of this in setting expectations of pupils' work where they are at home.

Our staff and volunteers will be aware of the mental health of [children](#) and their [parents and carers](#) and will contact the DSL or a deputy if they have any concerns.

Attendance

Where a child is expected but does not attend the physical or the virtual school, we will follow our attendance procedure and attempt to contact the family. If contact cannot be made, the DSL or a deputy DSL will be informed.

We will register all students who are on the site and who are remote learning.

The DSL or a deputy will attempt to contact the parents through various methods, such as telephone, email or by contact a relative in the first instance. If contact cannot be made or if the DSL or a deputy DSL deems it necessary, we will liaise with outside agencies over the next best steps. A risk assessment will be carried out before any such visit is made to ensure staff and the family are not put at risk.

Reporting concerns about children or staff

The importance of all staff and volunteers acting immediately on any safeguarding concerns remains. Staff and volunteers will continue to follow our Child Protection procedures and advise the DSL of any concerns they have about any child, including those who are not attending school.

The varied arrangements in place as a result of the COVID-19 measures do not reduce the risks that children may face from staff or volunteers. As such, it remains extremely important that any allegations of abuse made against staff or volunteers attending our school are dealt with thoroughly and efficiently and in accordance with our Safeguarding Policy and Procedures.

Staff training and induction

All current school staff have received safeguarding training and have read Part One (or Annex A if appropriate) and Annex B of Keeping Children Safe in Education 2021. All staff who worked on the GVS received enhanced training.

Policies: Safeguarding Policy and Procedures

When new staff are recruited or volunteers join us, they will receive a safeguarding induction in accordance with our Child Protection Policy.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children.

When recruiting new staff, we will continue to follow our Safer Recruitment policy.

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

We will continue to maintain our single central record (SCR) during these measures to ensure we have this awareness.

Peer-on-peer abuse

We recognise that children can abuse their peers and our staff are 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. We also recognise that abuse can still occur during a school closure or partial closure and between those children who do attend the school site during these measures.

Our staff will remain vigilant to the signs of peer-on-peer abuse and will follow the process set out in our Safeguarding Policy and Procedures and Peer-on-Peer Abuse and Anti-Bullying Policy.

Online safety

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 our Child Protection Policy as well as adhering to the guidance in the Staff Code of Conduct for contact with pupils the Giggleswick Virtual School Learner Agreement and the suite of e-safety policies, found [here](#).

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 annex and report that concern to the DSL or to a deputy DSL.

New children at the school

Children may join our school from other settings. When they do, we will seek from those settings the relevant welfare and child protection information. This is relevant for all children that join us, but it will be especially important where children are vulnerable.

For vulnerable children we will ensure we understand the reasons for the vulnerability and any arrangements in place to support them. As a minimum we will seek access to that child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is).

Ideally this will happen before a child arrives but where that is not possible it will happen as soon as reasonably practicable.

Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators/named individual with oversight of SEN provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case our school senior leaders will take responsibility.

The DSL will undertake a risk assessment based on the information received, considering how risks will be managed and which staff need to know the information.

Supporting children not in school

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive additional pastoral support in school, they will ensure that a communication plan is in place to support that child. Details of that plan will be recorded in the safeguarding file for that child. It will be reviewed regularly to ensure it remains current during these measures.

Supporting the wellbeing of all students

Through the GVS we have structures in place to support the physical, emotional and mental wellbeing of each student. This will be addressed in tutor times every morning and afternoon, as well as through Curriculum for Life.

The tutors and the Senior House Staff will refer to the DSL and students with whom they are concerned, and a plan will be devised for their ongoing support.

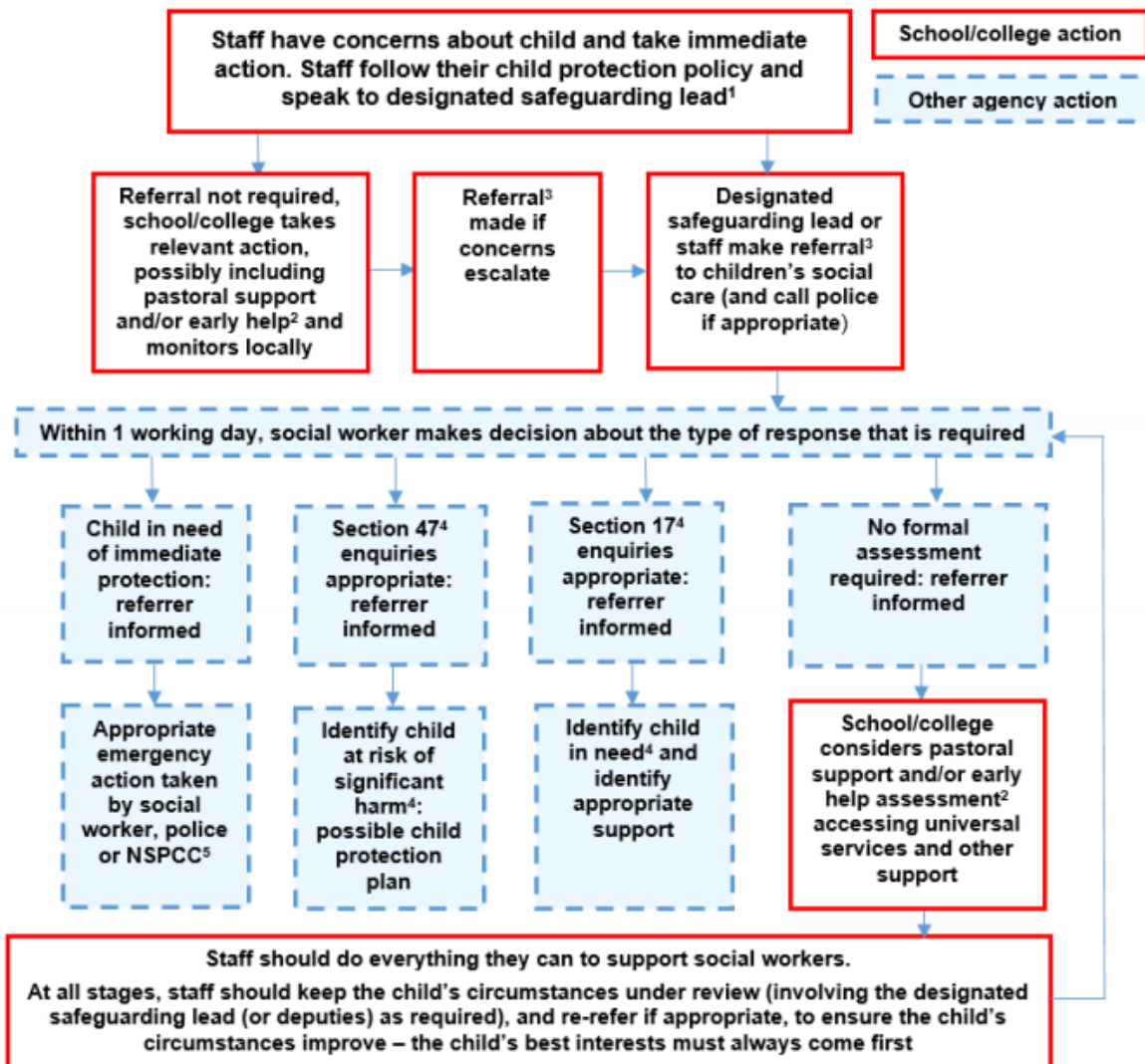
Associated documentation:

[Safeguarding and remote education during coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19)

Reviewed by:	CA San Jose, Deputy Head and DSL (Senior school) J Mundell, Head and DSL of Junior School
Last review:	August 2021
Review Schedule:	Updated as new guidance is received from the DfE
Approved by:	Boarding and Pastoral Committee November 2021 - pending

Annex B Actions where there are concerns about a child

Actions where there are concerns about a child



1. In cases which also involve a concern or an allegation of abuse against a staff member, the relevant procedure must be followed (see Section 6 of this document)
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.
3. Referrals should follow the process set out in the local threshold document and local protocol for assessment.
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. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare.
5. This could include applying for an Emergency Protection Order (EPO).