

Child Protection Policy

Signed on behalf of the Governing Body

Review Date; Autumn 2021

Next Review Date; Autumn 2022

Produced by;



Latest Version Date; August 2021

Links to other policies

Notes

Child Protection School Practice Guidance is a supporting document for this policy.



North Yorkshire Safeguarding Children Partnership

Pickering Community Infant and Nursery School Child Protection Policy

School - Pickering Infant and Nursery School

Headteacher - Mrs Sarah Gillam

Named personnel with designated responsibility for Child Protection

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Governor	Chair of Governors
2021/22	Mrs Sarah Gillam	Mrs Nicky Smith	Mrs Haley Stone	Mr John Goodyear
2020/21	Mrs Sarah Gillam	Mrs Nicky Smith	Mrs Pam Northcote	Mr Neil Herring
2019/20	Mrs Sarah Gillam	Mrs Nicky Smith	Mrs Pam Northcote	Mr Neil Herring
2018/19	Mrs Sarah Gillam	Mrs Nicky Smith	Mrs Pam Northcote	Mr Neil Herring
2018/19	Mrs Sarah Gillam/Mr Rob Newton (acting)	Mr Rob Newton/Mr Rob Palmer (acting)	Mrs Pam Northcote	Mr Neil Herring

Policy Review dates

Reviewed December 2021

Due for next review December 2022

Review Date	Changes made	By whom	Date shared with staff
Dec 2020	As LA changes	Full GB	8 th November 2021
April 2020	Addendum added due to covid-19	Full GB	23 rd April 2020
Dec 2019	As LA changes	Full GB	13 th February 2020
Jan 2019	As LA changes DSL/DDSL name updates	Full GB	18 th February 2019
Sep 2018	DSL/DDSL name updates	Full GB	
Dec 2017	Governor name updates	Full GB	

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

Whole School	Designated Safeguarding Lead (Biannually)	Deputy Designated Safeguarding Lead (Biannually)
<p>13th October 2021 (Teachers, TAs, office staff, MSAs, Governors and Volunteers) Whole School Safeguarding Training (NYCC Training and Learning)</p> <p>6th July 2021 (Gov HS) Safeguarding Training for School Governors (NYCC)</p> <p>5th March 2021 (Gov DH) Safeguarding – an overview for all governors</p>	<p>9th November 2021 (SG) NYCC Tackling Exploitation of Children and Young People</p> <p>28th September 2021 (SG) How to establish and monitor a culture of safeguarding</p> <p>24th September 2021 (SG) NYSCP Mini Masterclass Social, Emotional, Mental Health</p> <p>19th May 2021 (SG) NYSCP Managing Allegations Against Staff</p> <p>21st April 2021 (SG) NYSCP Developments in Safeguarding Mini Masterclass</p> <p>26th February 2021 (SG) NYSCP Developments in Safeguarding Mini Masterclass</p> <p>2nd February 2021 (SG) Network Meeting for Head teachers and DSLs (NYCC)</p>	<p>24th November 2021 (NS) NYCC Impact of Abuse and Neglect on the Developing Child</p> <p>24th September 2021 (NS) NYSCP Mini Masterclass Social, Emotional, Mental Health</p> <p>21st April 2021 (NS) NYSCP Developments in Safeguarding Mini Masterclass</p> <p>26th February 2021 (NS) NYSCP Developments in Safeguarding Mini Masterclass</p>
	<p>25th November 2020 (SG) DSL Safeguarding Children and Referrals (NYCC)</p> <p>19th October 2020 (SG) Developments in Safeguarding: Managers' Master-class (NYCC)</p> <p>1st October 2020 (SG) Safeguarding Network Meeting for Head teachers and DSLs (NYCC)</p>	<p>26th November 2020 (NS) Toxic Trio (NYCC)</p>
<p>27th Nov 2019 (MSAs) Prevent Training (Online)</p> <p>4th Nov 2019 (Cleaning and Caretaking Staff) Safeguarding and Prevent training (Online)</p> <p>24th October 2019 (Gov NH and Gov CL) Safeguarding Training for School Governors (NYCC)</p>	<p>22nd November 2019 (SG) Toxic Trio (NYCC)</p> <p>1st October 2019 (SG) Developments in Safeguarding: Managers' Master-class (NYCC)</p>	<p>1st October 2019 (NS) Developments in Safeguarding: Managers' Master-class (NYCC)</p>
<p>7th Jan 2019 (DDSL, Teachers and TAs) Prevent Training (Online)</p> <p>18th Sept 2018 (Teachers, TAs and admin staff)</p> <p>5th Dec 2018 (MSAs)</p>	<p>6th June 2019 (SG) Developments in Safeguarding: Managers' Master-class (NYCC)</p> <p>7th Jan 2019 (SG) Prevent Training (Online)</p>	<p>11th February 2019 (NS) Comprehensive Child Protection Pathway (NYCC)</p> <p>7th Jan 2019 (NS) Prevent Training (Online)</p>

11th December 2018

(Governors)

Safeguarding presentation
including KCSIE update

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1. Contents

1.	CONTENTS	5
2.	POLICY REFERENCES	5
3.	INTRODUCTION	5
4.	SCHOOL COMMITMENT	6
5.	ROLES AND RESPONSIBILITIES	7
6.	IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO ARE SUFFERING OR LIKELY TO SUFFER SIGNIFICANT HARM	17
7.	CHILDREN POTENTIALLY AT GREATER RISK OF HARM	19
8.	PROCEDURES	20

2. Policy References

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

- Sections 175 of the Education Act 2002 and Education (Independent School Standards) Regulations 2014.
- [North Yorkshire Safeguarding Children Partnership \(NYSCP\) Safeguarding Procedures and Practice Guidance](#)
- [Working Together To Safeguard Children HM Government 2018](#)
- [Keeping Children Safe in Education \(KCSIE\) DfE 2021](#)
- School's duty under the Children Act 2004, to co-operate with other organisations and agencies.
- *What To Do If You Are Worried A Child is Being Abused* 2015
- Recommendations from national and local Serious Case Reviews
- *Statutory Framework for the Early Years Foundation Stage 2021*
[Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](#)
- [Sexual Violence and sexual harassment between children in schools and colleges DfE 2021](#)
- *DfE guidance relating to COVID19* <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

3. Introduction

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

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play. In order to fulfil

this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

Keeping Children Safe in Education (KCSIE) DfE 2021

Safeguarding includes the establishment and implementation of procedures to protect children from deliberate harm, however, safeguarding also encompasses all aspects of pupils' health, and safety and well-being (see School Child Protection Manual – Section B – Practice Guidance/Related school safeguarding policies).

Safeguarding and promoting the welfare of children is defined as:

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

4. School Commitment

The Designated Safeguarding Lead is: Mrs Sarah Gillam

And the person who deputises in their absence is: Mrs Nicky Smith

School is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs and Disabilities or Physical Health Issues (ref. KCSIE para 185). We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

Multi-agency working in North Yorkshire

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

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

THE SCHOOL IS AWARE OF AND WILL ALWAYS ACT IN LINE WITH [THE NYSCP POLICIES AND PROCEDURES AND PRACTICE GUIDANCE](#)

5. Roles and Responsibilities

The Governing Body should ensure that:

- the school has a whole school approach to safeguarding and that all systems, processes and policies operate with the best interests of the child at their heart
- the school is aware of and complies with the Local Authority's arrangements to promote co-operation between itself, the school and relevant partners and organisations who are engaged in activities relating to children
- the school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children
- the school understands the local criteria for action and the local protocol for assessment (see the [Framework for Decision Making](#))
- there is a clear accountability for the commissioning and / or provision of services designed to safeguard and promote the welfare of children
- there is a senior board level lead to take strategic leadership responsibility for the school's safeguarding arrangements (e.g. nominated governor)
- the school has a child protection policy and procedures in place. They are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the NYSCP, are updated annually, and available publicly either via the school or college website or by other means
- the school has a behaviour policy in place, which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying
- there is recognition of the expertise that staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy
- the child protection policy and procedures are provided to and read by all staff, including temporary staff and volunteers, on induction.
- all staff read at least part one (or Annex A, if appropriate) of KCSIE 2021 and all leaders and staff who work directly with children read Annex B of KCSIE 2021
- mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of KCSIE 2021 to ensure that all staff understand and follow the policies and procedures adopted by the governing body
- all staff undertake appropriate child protection training (including online safety)
- a senior member of the school's leadership team is designated to take lead responsibility for safeguarding and child protection (Designated Safeguarding Lead). This is explicit in the DSL's job description (Annex C KCSIE) and the need for a deputy DSL is reviewed
- the DSL has the appropriate authority and the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters,

to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children

- information regarding the role of the DSL is provided to all staff and volunteers on induction
- a designated teacher is appointed and appropriately trained to promote the educational achievement of children who are looked after and have previously been looked after, (children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales,) and should work with the Virtual School Head.
- staff have the skills, knowledge and understanding necessary to keep looked after, and previously looked after children safe
- appropriate staff have the information they need in relation to a child's looked after legal status
- the DSL holds information on which children have a social worker so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes and that child protection files are maintained
- the school accesses a range of advice to help them identify children in need of additional mental health support
- the school prevents people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, and taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised
- the school has written recruitment and selection policies and procedures in place
- at least one person on any appointment panel has undertaken safer recruitment training
- the school has a staff behaviour policy (code of conduct) which should amongst other things include acceptable use of technologies, staff/pupil relationships and communications including the use of social media. This is provided to all staff, including temporary staff and volunteers, on induction
- staff and governors adhere to the school's policy on acceptable use of technologies and communication using technologies. [CYPS Information Site](#) includes a model acceptable use policy for staff and governors to sign (in the NYCC [Online Safety](#) Guidance for Schools)
- the school has a [code of conduct for governors](#)
- the school has procedures for dealing with allegations of abuse against staff, including supply staff, and volunteers that comply with guidance from the NYSCP and locally agreed inter-agency procedures (see School Child Protection Manual – Section B - Practice Guidance/Allegations Regarding Person(s) Who Work with Children in this policy)
- the chair of governors liaises with the LADO and/or partner agencies in the event of allegations of abuse being made against the head teacher
- in the event of allegations of abuse being made against the Headteacher, where the Headteacher is also the sole proprietor of an independent school, allegations are reported directly to the LADO.
- there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has harmed or poses a risk of harm to a child or vulnerable

adult and the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left

- children are taught about safeguarding, including online, through teaching and learning opportunities, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed. Schools should consider all of this as part of providing a broad and balanced curriculum. This may include covering relevant issues for schools through –Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded) The statutory RSHE guidance can be found [here](#)
- appropriate filters and appropriate monitoring systems are in place so children are safeguarded from potentially harmful and inappropriate online material being careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding (Ref KCSIE para 123). [UK Safer Internet Centre](#)
- as schools increasingly work online that children are appropriately safeguarded and additional guidance to keep children safe online, (including when they are on line at home) is provided in KCSIE Para 123 - 135 and at [safeguarding-in-schools-colleges-and-other-providers](#) and [safeguarding-and-remote-education](#)
- all staff and governors recognise that children are capable of abusing their peers (including online).
- A policy and procedures are in place with regards to peer on peer abuse and followed by all staff (ref KCSIE paras 46 -54 and 144 - 146, and KCSIE Part 5 Child on Child Sexual Violence and Sexual Harassment), all staff should have due regard to this and updated DfE guidance Sexual Violence and sexual harassment between children in schools and colleges (September 2021).
- the school has due regard to the duties to prevent people from being drawn into terrorism and to protect and prepare pupils against the risk of a terrorist attack (there is a definition of terrorism in Annex B- Preventing Radicalisation).
- all staff understand the risk factors regarding female genital mutilation and known cases are reported
- appropriate safeguarding responses are in place to children who go missing from education (ref KCSIE para 85 and 164) including the statutory duty to notify the LA, as appropriate, when a pupil’s name is about to be deleted from the school admission register
- **Use of school premises for non-school activities** Where the school rents out school facilities /premises to organisations or individuals, they should ensure that appropriate arrangements are in place to keep children safe. The governing body should seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as necessary) KCSIE paras 155 - 156

- there is an annual review of policies and procedures and the NYSCP Schools' Safeguarding Audit is completed and submitted every other year as required by NYSCP
- any deficiencies or weaknesses regarding child protection arrangements, whenever identified, are remedied without delay
- when there is a safeguarding concern the child's wishes and feelings are taken into account when determining what action to take
- systems are well promoted, easily understood and easily accessible for children to confidentially report abuse, knowing their concerns will be treated seriously and knowing they can safely express their views and give feedback
- staff are aware that children with SEN, disabilities, mental health or medical conditions can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children and this policy links with the schools SEND policy

The Headteacher should ensure that:

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

The Designated Safeguarding Lead:

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

The DSL and Deputy (if appropriate) will:

Manage referrals

- Refer cases of suspected abuse to the local authority children's social care as required
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel panel through the universal referral form where there is a radicalisation concern as required
- Support staff who make referrals to the Channel panel
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required (the guidance [NPCC- When to call the police](#) should help DSLs understand when

they should consider calling the police and what to expect when they do.)

- If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves
- Report cases of prejudice, hate based incidents or hate crimes to the Local Authority through the [online reporting system](#). Hate crimes should also be reported to [the police](#)
- Access a range of advice to help them identify children in need of additional mental health support. More information can be found in the [mental health and behaviour in schools guidance](#),

Work with others

- Act as a source of support, advice and expertise for staff
- Act as a point of contact with the three safeguarding partners
- As required, liaise with the 'case manager' and the LADO for child protection concerns in cases which concern a staff member
- Liaise with the Headteacher or principal to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- For Looked-After children have available the details of the child's social worker and the name of the virtual school head in the authority that looks after the child
- Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety,) and when deciding whether to make a referral by liaising with relevant agencies, so that children's needs are considered holistically
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college . This includes:
- Ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
- Support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Training, knowledge and skills

The DSL should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

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

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- Be alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- Be alert to the additional barriers to recognising abuse and neglect in children with special educational needs and disabilities or physical health issues; including assumptions that indicators of possible abuse relate to the child's condition, understanding that these children are more prone to peer group isolation or bullying, that children may be disproportionately impacted by behaviours such as bullying without showing outward signs and communication barriers and difficulties impact on managing or reporting challenges.
- Understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- Can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- Obtain access to resources and attend any relevant or refresher training courses; and,

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

They should refresh their knowledge and skills (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments and news such as those provided by the NYSCP (<https://www.safeguardingchildren.co.uk/professionals/nyscp-e-bulletin/>) and NSPCC) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.

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

Raising Awareness

The DSL should:

- Ensure each member of staff has access to, and understands the school's child protection policy and procedures, especially new and part time staff
- Ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors and staff regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on safeguarding arrangements.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Providing Support to Staff

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

- Child protection policy, including peer on peer abuse,
- Behaviour policy,
- Staff behaviour policy (code of conduct)

- Safeguarding response to children who go missing from education
- Role of the DSL.

Understanding the views of children

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

Holding and Sharing Information and Managing the Child protection file

- The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.
- Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.
- Records should include:
 - a clear and comprehensive summary of the concern;
 - details of how the concern was followed up and resolved;
 - a note of any action taken, decisions reached and the outcome.
- They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing guidance.
- Where children leave the school or college (including in year transfers) ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Receiving schools should ensure that key staff such as DSLs and SENCOs are aware as required. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.
- Ensure that CP records are retained for an appropriate length of time and the school has regard to any other requirement requiring specific retention periods. The current requirement under IICSA (Independent Inquiry into Child Sex Abuse) is that records of child sex abuse should be retained for the period of the inquiry. Please see details [here](#)
- Ensure that, if a child goes missing or leaves to be educated at home, the child protection file is stored securely in school in line with school's data storage arrangements.
- Ensure that the North Yorkshire Children & Families Service is informed where the child leaves the school.
- [NYCC Elective Home Education Policy and Procedures](#) can be accessed for further guidance

Availability

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

All School Leaders, Staff and Volunteers should:

- Read at least Part one (or Annex A, if appropriate) and Annex B of KCSIE 2021
- Receive appropriate child protection training, including online safety training, at induction and which is regularly updated, (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively
- Be aware of systems within their school or college which support safeguarding. These should be explained to them as part of staff induction. This includes: the school’s child protection policy; the school’s staff behaviour policy (sometimes called a code of conduct); the identity and role of the DSL and any deputies and the safeguarding response to children who go missing from education
- Know what to do if a child tells them they are being abused or neglected and know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved. Staff should never promise a child that they will not tell anyone about a report of abuse
- Be aware of the process for making referrals to children’s social care where there are concerns about a child’s welfare, for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments
- Be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection
- Be aware of children who may need support with their mental health
- Maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child
- **Always** speak with the DSL where there are concerns about a child

- Speak to a member of the SLT and / or take advice from local children's social care if the DSL is not available
- Understand that, whilst anyone can make a referral to Children and Families' Service, the correct school procedure is to report any concerns to the DSL in the first instance. If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves
- Use the [NYSCP professional resolution procedure](#) and in exceptional circumstances, such as in an emergency or a genuine concern that action has not been taken, speak directly to Children and Families' Service. Where referrals are not made by the DSL inform the DSL as soon as possible, that a referral has been made
- Have due regard to the duty to prevent people from being drawn into terrorism; report known cases of female genital mutilation and follow procedures when a child goes missing from education
- Be aware of the school or setting's emergency procedures regarding lock-down and invacuation, guidance available [here](#)
- Refer concerns to the Headteacher/principal where there are concerns about another staff member,
- Refer concerns to the chair of governors or LADO where the Headteacher is also the sole proprietor where there are concerns about the Headteacher or principal
- Rise concerns about poor or unsafe practices and potential failures in the school's safeguarding regime and where, necessary have regard to whistleblowing procedures ([The NSPCC whistleblowing helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – or email: help@nspcc.org.uk
- Be aware of local early help <https://www.safeguardingchildren.co.uk/professionals/early-help/> process and understand their role in line with Working Together to Safeguard Children 2018, and be particularly alert to the potential need for early help for a child who:
 - is disabled or has certain health conditions and has specific additional needs
 - has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
 - has a mental health need
 - is a young carer
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
 - is frequently missing/goes missing from care or from home
 - is at risk of modern slavery, trafficking, sexual or criminal exploitation
 - is at risk of being radicalised or exploited

- has a family member in prison, or is affected by parental offending
 - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - is misusing drugs or alcohol themselves
 - has returned home to their family from care
 - is at risk of “honour” based abuse such as Female Genital Mutilation or Forced Marriage
 - is a privately fostered child
 - is persistently absent from education, including persistent absences for part of the school day
- Not assume a colleague or another professional will take action and share information that might be critical in keeping children safe and be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children. Staff should be vigilant and always raise any concerns with their DSL or deputy.
 - Speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM) and be aware that there is a specific **legal** duty on **teachers, if**, in the course of their work in the profession, they discover that an act of FGM appears to have been carried out on a girl under the age of 18, and that they **must** report this to the police.
 - Should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

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

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

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

Definitions

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

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

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

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

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

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment

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

7. Children potentially at greater risk of harm

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

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

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

Children missing from education

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

Elective Home Education (EHE)

School recognises that many home educated children have a positive learning experience, but it can also mean that some children are less visible to services that are there to keep them safe. School will follow local arrangements where parents express their intention to remove a child from school. [NYCC Elective Home Education Policy and Procedures](#)

Children requiring mental health support

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

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

Looked after children and previously looked after children

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

care order) and the child's contact arrangements with birth parents or those with parental responsibility. The school will hold the name of the child's social worker.

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

8. Procedures

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

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

Extra Familial Harm – (Contextual Safeguarding)

All staff should be aware that Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. **All** staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. It is important that schools provide as much information as possible so that assessments can consider any harm in contexts outside the home. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and County Lines

Staff should recognise that children with SEN, disabilities and certain health conditions can face additional safeguarding challenges. They must not assume that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration. They must remain alert to the fact that children with SEN, disabilities and certain health conditions can be more prone to peer group isolation and disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and may have communication barriers and difficulties overcoming these barriers.

It is **not** the responsibility of the school staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. This includes allegations of peer abuse. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns indicating possible abuse or neglect will be recorded and discussed with the DSL (or in their absence with the person who deputises) prior to any discussion with parents.

Safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking or alcohol misuse, deliberately missing education

and consensual and non-consensual sharing of nudes and semi-nude images and / or videos can be signs that children are at risk.

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

Other safeguarding issues all staff should be aware of include:

- Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) (See School Child Protection Manual - Section B - Practice Guidance/Child Sexual Exploitation (CSE) and Child Criminal Exploitation)
- Domestic abuse (See School Child Protection Manual - Section B - Practice Guidance/Domestic Abuse)
- Female Genital Mutilation (FGM) – See [NYSCP Female Genital Mutilation \(FGM\) One Minute Guide](#)
- Peer on peer abuse (child on child) (see School Child Protection Manual Practice Guidance - Peer on Peer Abuse /Child on Child Abuse Including Sexual Violence And Sexual Harassment)
- Serious violence (See School Child Protection Manual - Section B - Practice Guidance/Peer on peer abuse/child on child abuse including sexual violence and sexual harassment)

a) Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people
- any concerns regarding person(s) who may pose a risk to children (e.g. staff in school or person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images
- any concerns related to serious crime, including knife crime
- any concerns relating to peer abuse
- any concerns relating to youth produced sexual imagery (sexting)
- any concerns relating to a child's engagement with extremist groups or ideologies

b) Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity. In the event of a child with communication difficulties making a disclosure, the member of staff responding must ensure that the DSL, or other member of the Safeguarding Team, is informed so that arrangements can be made for assistance. Depending upon the child, this may involve resources, suitably skilled staff or both.

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

c) Principles

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

Staff will:

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

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

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

Following any information raising concern, the DSL will consider:

- if they believe there is immediate risk of significant harm to a child and therefore should contact North Yorkshire Police on 999
- if they should report a crime that does not need an emergency response by calling 101
- if there is an urgent safeguarding concern and they should call the Customer Resolution Centre on 01609 780780
- any urgent medical needs of the child
- whether to make an enquiry to the Customer Resolution Centre 01609 780780 to establish if the child is or has been subject of a Child Protection Plan
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. **North Yorkshire County Council Children & Families Service (see School Child Protection Manual – Section B - Practice Guidance/Contacts)**
- the child's wishes and any fears or concerns they may have

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant
- whether to make a referral to statutory services as the child may be in need or because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an early help assessment and/or make a referral for other services

Consent

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

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

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

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

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

All referrals to Children and Families Service will be made by submitting a [universal referral form](#) or the [Early Help Assessment form](#), if this has been completed

Action following a child protection referral

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

The DSL will:

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

f) Recording and monitoring

School will record:

- information about the child: name (aka) address, dob., those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from school, any court orders, if a child is or has been subject to a CP Plan.
- key contacts in other agencies including GP details
- any disclosures/accounts from child or others, including parents (and keep original notes)
- significant contacts with carers/other agencies/professionals
- all concerns, discussions, decisions, agreements made and actions taken and the reasons for these (dated, timed and signed, to include the name and agency/title of the person responsible/ spoken to), the plan to protect the child and arrangements for monitoring/review

All records should be objective and include:

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

Records should include:

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

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

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

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

If in any doubt about sharing information staff should speak to the DSL.

School will monitor:

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

- Injuries/marks
- Attendance
- Changes e.g. mood/ academic functioning
- Relationships
- Language
- Behaviour
- Demeanour and appearance
- Statements, comments
- Medicals
- Stories, ‘news’, drawings
- Response to P.E./Sport
- Family circumstances
- Parental behaviour/ care of child
- Online activity

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

e) Supporting the Child and Partnership with Parents and Carers

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents and carers.
- Whilst we may, on occasion, need to make referrals without consultation with parents and carers, we will make every effort to maintain a positive and supportive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child, parents and carers. The DSL will determine which members of staff 'need to know' personal information and what they 'need to know' for the purpose of supporting and protecting the children.