

North Yorkshire LA

Huby CE School Child Protection Policy

Headteacher Katie Booth

Named personnel with designated responsibility for Child Protection

Academic year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2013-14	K Booth	K Booth	J Abbey	J Abbey

Policy Review dates

Review Date	Changes made	By whom	Date Shared with staff
March 2013		KB	March 2014

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

Whole School	Course Title	Trainer provider
21.4.14- Michael Hartley 22.4.14- Rebecca Hartley	Basic Awareness in Child protection	City Of York
29.11.12	Whole school Child protection Training	Pete Roberts NYCC
14.11.12	LSCB Managing Allegations against Staff	Henshaw College - NYCC
14.3.13	LSCB Child protection	NYCC
4.12.12 –Kath Wood	Basic Awareness in	City Of York

19.9.13- Liz Jackson	Child protection	
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INTRODUCTION

AIMS:

Huby Primary School fully recognises its role in safeguarding and promoting the welfare of all its pupils and works within the latest national, local and LEA guidelines. This policy is in line with the North Yorkshire Safeguarding Children's Board Child Protection Procedures "Working Together To Safeguard Children (2010)" and has 4 main aims:

- To prevent harm to children by creating an ethos in which they feel secure and confident and by establishing an open environment in which staff are fully aware of issues concerning safe practice;
 - To protect children from harm by ensuring that staff respond appropriately and sensitively to Child Protection concerns;
 - To ensure children and young people, who are suffering or likely to suffer significant harm, are identified and appropriate action is taken to ensure they remain safe in school and at home.
 - To provide effective support to students and staff and to children who may have been abuse.
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- Providing a safe environment for children and young people to learn in education settings; and
 - Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting'

Safeguarding Children and Safer Recruitment in Education DfES 2007

SCOPE:

This policy applies to all who work within the school, whether on a paid or voluntary basis.

THE SCHOOL WILL:

- Implement and work within NYCC policies relating to Child Protection and Safe Practice;
- Include within the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse and recognise and manage risk;
- Establish and maintain an ethos in which children feel secure and able to talk about problems and concerns;
- Through the school's pastoral system, ensure that every child knows whom they can confide if they are worried or in difficulty;
- Ensure that effective working relationships with parents and colleagues from other agencies are maintained;
- Provide clear guidance, training and support for all staff on Child Protection. Work within clear guidelines on safe recruitment as outlined in the DfES document Safeguarding Children: Safer Recruitment and Selection in Education Settings;
- Reduce the risk of harm to students in school by requiring all staff to work within the safe practice guidelines in the IRSC document Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings (February 2005) and by requiring them to seek advice from the head teacher if they are unsure about any intended actions;

- Reduce the risk of harm to students by maintaining robust anti bullying procedures.

It is in line with the above and

- the North Yorkshire Safeguarding Children Board Child Protection Procedures www.safeguardingchildren.co.uk;
- “Working Together To Safeguard Children” 2010;
- “Dealing with Allegations of Abuse against Teachers & other Staff” DfE July 2011;
- ‘What To Do If You Are Worried A Child is Being Abused’ 2006;
- Recommendations from national and local Serious Case Reviews

Early Years’ Foundation Stage:

- School complies with the “Early Years’ Foundation Stage Section 3 – The Safeguarding And Welfare Requirements” September 2012
- Where the Early Years’ provision is registered with OfSTED, the school and registered provider comply with EYFS Section 3

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, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

ROLES & RESPONSIBILITIES:

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools and the LEA who have specific responsibilities.

- The ***Designated Senior Person*** (DSP) ensures that the Child Protection Policy is reviewed annually and that staff are properly trained and aware of Child Protection procedures, takes action when a child is at risk of harm and works with parents and other agencies to protect vulnerable children from harm, keeps confidential Child Protection records on individual cases, including transferring files to any new establishments if a child leaves school, and acts as a source of advice, support, and expertise within the school.

The DSP is Katie Booth

- The named ***Governor for Child Protection*** checks that relevant procedures, including those relating to allegations against staff are robust and that appropriate training has been provided for staff. He/she reports to the Governors’ Teaching and Learning Committee as necessary. However, details of individual cases will not be shared with governors, as this would breach confidentiality;

The named governor for child protection is Mrs Jean Abbey.

- The ***LEA Child Protection Adviser*** provides advice and support to the DSP.
- All staff and volunteers should fully comply with the school’s policies and procedures, attend appropriate training and inform the designated person of any concerns.

PROCEDURES:

Children at Risk of Serious Harm:

Where it is believed that a child is suffering from, or is at risk of serious harm, we will follow the LEA's Child Protection procedures.

- If a member of staff becomes aware that a child may be at risk or serious harm or suffering from abuse, s/he is responsible for informing the DSP. This is currently Mrs Booth.I
- If a child discloses abuse, the member of staff must make clear to the child that the information must be passed on. Details of the conversation should be recorded as soon as possible and these notes passed to the DSP.
- When abuse is disclosed, staff should gather sufficient information to establish a genuine cause for concern, but take care to avoid possible contamination of evidence in the event of any future police action.
- Staff must immediately report:
 - Any concerns that a child is suffering from inadequate care or emotional maltreatment
 - Any suspicion that a child is injured, marked or bruised in a way which is not easily explained
 - Any behaviours which give rise to suspicions that a child may have suffered harm
 - Any concerns regarding persons who may prove a risk to children
 - Any hint or disclosure of neglect or abuse in any situation
 - Any significant changes in a child's presentation
- The DSP will decide on action to be taken and will, where appropriate, liaise with other agencies as soon as possible;
- A secure Child Protection file will be kept on each individual case referred to the DSP, even in cases where an immediate referral to Social Services is not made. This is especially important, as concerns may lead to a Child in Need or Child Protection referral at a later date.
- Parental consent will be sought prior to any referral **except** in cases where this may increase the risk of harm to the child or where it may otherwise undermine an investigation.

Confidentiality

- Information will only be shared on a "need to know" basis. All notes relating to individual cases will be kept securely in a Child Protection file in a secure cabinet.;
- Staff must NEVER guarantee confidentiality to a child and must never agree to "keep a secret".
- Where a child leaves the establishment, ensure the child protection file is copied for the new establishment asap and transferred to the new establishment separately from the main pupil file. School will retain the original CP file until the child's 25th birthday along with a record of when & to which establishment the copy was sent. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Principal Education Social Worker, County Hall, Northallerton, DL7 8AE

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

1. Safer Recruitment and Selection

The school pays full regard to DfES guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007 and the Protection of Freedoms Act 2012. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking ISA Children's List and Criminal Records Bureau checks.

Early Years' Staff are made aware that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the school/setting).

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

The school has regard to the principles of Value Based Interviewing www.nspcc.org.uk and has full regard to DfES guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007

Statutory changes, underpinned by regulations, are that:

- a CRB Enhanced Disclosure is obtained for **all** new paid appointments to the school's workforce,
- a CRB Enhanced Disclosure is obtained for volunteers further to a risk assessment considering the regularity, frequency, duration and nature of contact with children and the level of supervision of the volunteer by another person engaging in regulated activity (see pg. 49 of above guidance)
- schools will ensure that any contracted staff are CRB checked where appropriate (see p.53 of above guidance)
- schools must keep a single central record detailing a range of checks carried out on their staff
- all new appointments to the school workforce who have lived outside the UK are subject to additional checks as appropriate
- schools must satisfy themselves that supply staff have undergone the necessary checks
- identity checks must be carried out on all appointments to the school workforce before the appointment is made

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

K Booth, and J Abbey have undertaken the DfE online training in Safer Recruitment for schools available @

<http://www.education.gov.uk/childrenandyoungpeople/safeguardingchildren/b00203550/safer-recruitment-training/online> or taught @ www.safeguardingchildren.co.uk

One of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

N.YCC Schools' Recruitment guidance

<http://intranet.northyorks.gov.uk/directorate/hr/schools/Pages/Home.aspx>

2. Safer Working Practice

The school has adopted and made all staff & volunteers aware of the DCSF "Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings." <http://cyps.northyorks.gov.uk/index.aspx?articleid=15232> and NSPCC Briefing *The role of schools, colleges and academies in protecting children from grooming and entrapment* www.nspcc.org.uk to ensure that staff are safe and aware of behaviours which should be avoided.

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

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

3. Safeguarding Information for pupils

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

NYCC P.S.H.E. materials we use to help pupils learn how to keep safe are available @ www.Fronter.com/northyorks SMSC, Health and Wellbeing and E-safety NYCC Fronter room

<http://www.education.gov.uk/search/results?q=PSHE>

<http://www.education.gov.uk/schools/pupilsupport/pastoralcare/health>

NSPCC ChildLine Schools' Service available for Primary Schools contact:
Tracey Myers (Area Coordinator North Yorkshire) tracey.myers@nspcc.org.uk
01132625937 / 07792654739

See Appendix 3

The following Information is made available to pupils *eg. helplines, posters, NSPCC Childline 'kidzone' website addresses, Crucial Crew, CEOPS*

School's arrangements for consulting with and listening to pupils are *through relationships with staff, worry book, school council, buddies*

We make pupils aware of these arrangements by *signposting them*

4. Partnership with Parents

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

The school shares a purpose with parents to keep children safe from harm and to have their welfare promoted. *Through parents evening, induction evenings the website parents are aware of the risk of harm and where to turn for help.e.g. by alerting them to the information for parents on the following websites: NYSCB www.safeguardingchildren.co.uk NSPCC www.nspcc.org.uk*

CEOP www.ceop.gov.uk Parents Protect www.parentsprotect.co.uk

<http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/YourChildsWelfareAtSchool/index.htm>

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

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

We encourage parents to discuss any concerns they may have with *Katie Booth DSP*

We make parents aware of our policy (*through the school website*) and parents are made aware that they can view this policy on request.

5. Partnerships with others

The school recognises that it is essential to establish positive and effective working relationships with other agencies (*Insert details of relationships the school has for promoting a safe and supportive environment e.g. Integrated Children's Services,*

Education Social Work Service, Children's Social Care, Barnardo's, Police, Health, District Council, , NSPCC ChildLine Schools' Service, National Youth Advocacy Service, Children's Centres etc.)

6. School Training and Staff Induction

The school's Designated Senior Person for child protection undertakes basic child protection training and attends training in inter-agency working (to standards agreed by the NYSCB) and refresher training at least every 2 years. NYCC training details available from eswadminteam@northyorks.gov.uk

The DSP undertakes basic child protection training and attends the NYCC CP induction training. NYCC training details available from eswadminteam@northyorks.gov.uk

All other school staff, including non teaching staff and school governors, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively.

All new staff will receive training as part of their induction.

The Headteacher and all staff undertake refresher training at 3 yearly intervals.

The Chair of Governors/Nominated Governor for child protection attends training in the "Role and Responsibilities of the Governing Body for child protection" available via the North Yorkshire Learning Zone

Basic Awareness online training www.safeguardingchildren.co.uk

NYCC Child Protection Whole School training materials with teaching notes: <http://cyps.northyorks.gov.uk/index.aspx?articleid=15231> or details available from eswadminteam@northyorks.gov.uk for support to deliver whole school training.

Child Protection Whole School training must ensure staff are able to:

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

E-safety training available from NYCC Q&I

All staff (including temporary staff, school governors and volunteers) are provided with the school's child protection policy and informed of school's child protection arrangements on induction.

7. Supervision, Support and Advice for Staff

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

Supervision provides opportunities for staff to:

- discuss any issues – particularly concerning children’s development or well-being;
- identify solutions to address issues as they arise; and
- receive coaching to improve their personal effectiveness.

Regular staff appraisals are carried out to identify any training needs, and secure opportunities for continued professional development for staff.

Staff will be supported and supervised by Katie Booth

The designated senior person will be supported by Jean Abbey

the Educational Social Work Service is Karen Lewis 01609 534200 or Dave Peat-01609533363

Child Protection advice is also available from Children’s Social Care and North Yorkshire Police *Tel 01609 536993*

8. Related School Policies

‘Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses all aspects of pupils’ health, safety and well-being including:

- the rigour with which absences are followed up;
- adopting appropriate arrangements to ensure the security of school premises;
- ensuring freedom from bullying, including any form of abuse, harassment and discrimination;
- implementing appropriate procedures to manage any complex or challenging behaviour, including the use of physical intervention to safeguard pupils and staff;
- providing effective guidance to pupils on risky behaviours and having robust procedures for dealing with them, including drug and substance misuse and e-safety;
- having robust procedures to ensure pupils’ safety when engaged in learning beyond the classroom, such as educational visits or work experience;
- meeting the needs of pupils with medical conditions, including the provision of intimate care;
- ensuring that safe working practices are adopted by all staff;
- providing first aid;
- dealing with any issues which may be specific to a local area or population, for example gang activity.

Safeguarding Children and Safer Recruitment in Education DfES 2007

NYCC Safeguarding Audit for Schools 2012

Please refer to these policies for further information:

Anti- bullying, Behaviour

The use of mobile phones and cameras in the school

All staff, volunteers and pupils comply with the

- NYCC Acceptable Use Agreement – ICT and E Technology *Example Acceptable Use Policies are available in the e-safeguarding room on www.Fronter.com/northyorks*
- DCSF “Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings.”
<http://cyps.northyorks.gov.uk/index.aspx?articleid=15232>

Children Missing from Education

The school follows the North Yorkshire LA procedure “Children Who May Be Missing/Lost From School www.northyorks.gov.uk/index.aspx?articleid=7791

Contact: cmecoordinator@northyorks.gov.uk

The school has a procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the school/Early Years’ provision available @.....

Confidentiality

School has regard to DfE guidance on Information Sharing @

<http://www.education.gov.uk/childrenandyoungpeople/strategy/integratedworking/a0072915/information-sharing>

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

The school policy indicates:

- a) when information must be shared with police and Social Care where the child/young person is / may be at risk of significant harm
- b) when the pupil’s and/or parent’s confidentiality must not be breached

Early Years

The Statutory Framework for the Early Years Foundation Stage does not require schools to have separate policies to cover EYFS requirements provided these requirements are already met through our existing policies. Our policies regarding the additional requirements of the EYFS are found in the EYFS policy .

9. Pupil Information

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

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

The school will collate, store and agree access to this information as necessary.

Governing Body should ensure that:

- the school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the school operates safe 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 and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- a senior member of the school's leadership team is designated to take lead responsibility for child protection (and deputy);
- staff undertake appropriate child protection training;
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- a governor is nominated to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the head teacher
- 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 LA about them and about how the above duties have been discharged (ref. Schools' Safeguarding Checklist Appendix 4)

Headteacher should ensure that:

- the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

All staff and volunteers

- fully comply with the school's policies and procedures
- attend appropriate training
- inform the designated person of any concerns

Section 2

IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING 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 his/her 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 a stranger for example, 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 a sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

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

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

Section 3

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

All staff follow the NYSCB Child Protection Procedures and Guidance www.safeguardingchildren.co.uk which are consistent with 'Working Together to Safeguard Children' and 'What To Do If You Are Worried A Child is Being Abused'

It is **not** the responsibility of the school staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. 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 designated senior person with responsibility for child protection (or in his/her absence with the person who deputises) prior to any discussion with parents.

1. 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.

2. 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 those pupils with communication difficulties will receive support from SALT.

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

Principles

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

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- **clarify the information**
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened ?' rather than 'Did x hit you?'
- 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

2. Action by the Designated Senior Person (or Deputy DSP/other senior person 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 CSC**, (e.g. Looked After Child)

Following any information raising concern, the designated senior person will consider:

- any urgent medical needs of the child
- whether to make an enquiry to the Central Database **01609 774298**

to establish if the child is or has been subject of a Child Protection Plan (formerly known as Child Protection Register)

- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. ESW service, Social Care
- the child's wishes and any fears or concerns s/he may have

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
 - whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately
- OR**
- not to make a referral at this stage
 - if further monitoring is necessary
 - if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.

4. Action following a child protection referral

It is the responsibility of all staff to safeguard children. It is the role of the DSP to attend multi-agency meetings and provide reports for these. Other staff in school, however, may be asked to contribute.

The designated senior person 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 or children has a Child Protection Plan (formerly placed on the Child Protection Register), contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, follow the NYSCB procedures 6.16
- 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

5. Recording and monitoring

School will record:

- Information about the child : name (aka) address, d.o.b., 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 (been on the CP Register)
- 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 (dated, timed and signed, to include the name and agency/title of the person responsible/ spoken to,) and arrangements for monitoring/review

All records should be objective and include:

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

All C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the headteacher and senior designated person. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Senior Person Child Protection.' Along with the original CP file, a record will be kept of when & to which establishment the copy CP file was sent. We will retain all original copies of C.P. files until the child's 25th birthday.

When sharing confidential information about a member of staff or pupil, the school has regard to its responsibilities under the Data Protection Act (DPA) 1998 and where relevant, the Education (Pupil Information)(England) Regulations 2005 and the Freedom of Information Act 2000.

<http://www.education.gov.uk/schools/pupilsupport/parents/keepinginformed/a0014921/pupil-reports-and-records>

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 Principal Education Social Worker, County Hall, Northallerton, DL7 8AE.

School will monitor:

Any cause for concern including where there could be serious child welfare concerns:

- Injuries/marks
- Attendance
- Changes e.g. mood/ academic functioning
- Relationships

- Language
- Behaviour
- Demeanour and appearance
- Statements, comments
- Medicals
- Stories, 'news', drawings
- Response to P.E./Sport
- Family circumstances
- Parental behaviour/ care of child

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

6. Supporting the Child and Partnership with Parents

- 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
- Whilst we may, on occasion, need to make referrals without consultation with parents, 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 and parents. The Designated Senior Person 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 child

Section 4

Allegations regarding person(s) working in or on behalf of school provision (including volunteers)

Where an allegation is made against any person working in or on behalf of the school, that he or she 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 he or she would pose a risk of harm if they work regularly or closely with children

school will apply the same principles as in the rest of this document.

We will always follow the NYSCB procedures www.safeguardingchildren.co.uk Section 10 "Managing Allegations against Staff & Volunteers" DfE Guidance 'Dealing With Allegations of Abuse Against Teachers and Other Staff' <http://www.education.gov.uk/aboutdfe/statutory/g0076914/dealing-with-allegations-of-abuse> and the NYCC Guidance <http://cyps.northyorks.gov.uk/index.aspx?articleid=13713>

Detailed and accurate records will be made to include decisions, actions taken, and reasons for these. Records of all incidents and concerns about staff will be kept in order that historical patterns can be detected. All records will be retained securely (*insert arrangements.....*) Whilst we acknowledge such allegations, (as all others), may be false, malicious or displaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial Action

- The person who has received an allegation or witnessed an event will immediately inform the headteacher and make a record
- In the event that an allegation is made against the headteacher the matter will be reported to the Chair of Governors who will proceed as the 'headteacher'
- The headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the **immediate** safety of children
- The headteacher may need to clarify any information regarding the allegation, however no person will be formally interviewed or asked to write a formal statement at this stage
- The headteacher will consult with Local Authority Designated Officer LADO (see Contacts List) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The headteacher will inform the Chair of Governors of any allegation.

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

latest within 14 days of the allegations being made. Please also see additional requirements in the EYFS (School may wish to expand this section to include procedures with reference to NYSCB Procedures and NYCC Disciplinary Procedures).

Appendix 1

CONTACTS

EDUCATION SOCIAL WORK SERVICE

Principal E.S.W.	Alan Critchlow	01609 532320 / 07715540712
ESWS Admin manager	Julie Hodges	01609 532477
CP Admin	Will Narburgh	01609 536210
CME Coordinator (Children Missing Education)	Julie Hodges	01609 532477 cme.coordinator@northyorks.gov.uk

Safeguarding and CP Managers & Local Authority Designated Officers (LADOs)

Craven / Harrogate / Selby	Rosemary Cannell Susan Crawford	01609 534974 01609 532152	07715 540723 07813 005161
North / White Horse / Coast	Karen Lewis Dave Peat	01609 534200 01609 535646	07715 540711 07814 533363

Senior Education Social Workers

Craven	Claire Middleton	01609 536767
Harrogate	Rhiannon Tillotson	01609 534985
North	Polly Hampton	01609 536317
White Horse	Julie Parrish	01609 798013
Central Vale	Lis Grimshaw	01609 536819
Coast	Sally Locke	01609 534460

NYCC HUMAN RESOURCES

schoolshradvisory@northyorks.gov.uk

01609 798343

CHILDREN'S SOCIAL CARE

Customer Service Centre Tel: 01609 536993 Fax: 01609 532009
Social.care@northyorks.gov.uk

For advice please ask to speak to an Assistant Team Manager in the Customer Service Centre or in your area

Emergency Duty Team 0845 034 9417

Central Database 01609 774298
(formerly known as the Child Protection Register)

(Ask for Protecting Vulnerable Persons Unit in your area)

Customer Service Contact numbers for referral to Social Care in neighbouring Local Authorities:

Redcar and Cleveland	01642 774774
Stockton on Tees	01642 528501
Darlington	01325 346200
Middlesbrough	01642 854591
Durham	0919 560 8000
Cumbria	01228 606060
Lancashire	0161 7780123
Bradford	01274 432918
Leeds	0113 2477400
East Yorkshire	01482 393939
Wakefield	01924 201688
Doncaster	01302 736000
York	01904 554141

Appendix 2

Referral Form to Children's Social Care - Personal Details (Page 1)

Surname:		First Name:	Title:
Preferred Name/Mode of Address:			
D.O.B.:		M/F/Unborn	
<u>Permanent Address</u>		<u>Temporary Address</u>	
Tel:		Tel:	
School attended:		Name of School Contact:	
First Language:		Interpreter Required?	
Ethnic Origin:		Religion:	
If Refugee/Asylum Seeker:			
Nationality:		Status:	
Any Risk to Professionals?			
Does the Child have any Special Needs?			
<u>G.P. (Inc. Telephone Number)</u>			

FAMILY/OTHER MEMBERS OF THE HOUSEHOLD

Name	Address/Telephone	Age/DOB	Relationship	Parental Responsibility

OTHER PROFESSIONALS INVOLVED

Name	Address & Telephone Number	Role

Referral Form to Childrens Social Care - Personal Details (Page 2)

Surname:	First Name(s):
Subject aware of Referral ?	Responsible Adult aware ?
Referred By:	
Designation:	Date & Time:
Address:	
Telephone Number	

<u>Reason for Referral:</u>

<u>Current Issues and Additional Information</u>
<u>Child's Developmental Needs</u>
<u>Parenting Capacity Family</u>
<u>Environmental Factors</u>
(Continue on separate sheet if necessary)

Copy for:	Customer Relations Specialist Customer Services Team (Social Care) North Yorkshire County Council County Hall, East Block, Northallerton DL7 8AH Fax No. 01609 532009 Social.care@northyorks.gov.uk	Own Records Education staff, copy to Will Narburgh Child Protection & Safeguarding Admin Assistant Learning, Youth & Skills SB115, County Hall, Northallerton, DL7 8AE William.Narburgh@northyorks.gov.uk
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Appendix 3

Resources

NYSCB

www.safeguardingchildren.co.uk

(CP Procedures and Training)

CAPE (Child Protection in Education)

www.cape.org.uk

Keeping Children Safe

www.Fronter.com/northyorks SMSC, Health and Wellbeing and E-safety NYCC Fronter room

<http://www.education.gov.uk/search/results?q=PSHE>

<http://www.education.gov.uk/schools/pupilsupport/pastoralcare/health>

Children Missing from Education

www.northyorks.gov.uk/index.aspx?articleid=7791

Sexual Abuse

www.parentsprotect.co.uk

Metropolitan Police

www.safe.met.police.uk/index.html

Cyberbullying

www.kidscape.org.uk/cyberbullying/

KS2/3

www.missdorothy.com

Bullying & child abuse

www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying/what-is-bullying

www.anti-bullyingalliance.org

www.kidscape.org.uk

www.childline.org.uk

www.nspcc.org.uk

Domestic Violence

www.northyorks.gov.uk/index.aspx?articleid=16579

www.thehideout.org.uk

www.idas.org.uk

Internet Safety

www.thinkuknow.co.uk/teachers

www.ceop.org.uk/thinkuknow

www.childnet-int.org

http://files.lqfl.net/eSafety/Education/e_Literacy_and_e_Safety_framework_update_2011v5.pdf

www.direct.gov.uk/en/YoungPeople/HealthAndRelationships/Bullying/DG_184893

KS2/3

www.kidsmart.org.uk

Jenny's story

www.childnet-int.org/jenny

Grooming behaviour NSPCC Briefing

www.nspcc.org.uk

Documents

DfES/DCSF/DfE Documents

www.education.gov.uk

Statutory Guidance and Departmental Advice

Safeguarding Children & Safer Recruitment in Education

Working Together to Safeguard Children 2010

North Yorks School CP Documents

<http://cyps.northyorks.gov.uk>

Training Materials

Online Basic Awareness

www.safeguardingchildren.co.uk

Whole School CP Training Materials

<http://cyps.northyorks.gov.uk>

eswadminteam@northyorks.gov.uk

Safer Recruitment

www.education.gov.uk

Domestic Abuse Basic Awareness

www.idas.org.uk/training/index.asp

E-safety training available from NYCC Q&I

