Moorside Junior School Child Protection Policy

North Yorkshire Safeguarding Children Board

Updated: January 2019

School: **Moorside Junior School**
Headteacher: **Mrs Claire Rowett**

Named personnel with designated responsibility for Child Protection

Academic year	Designated Safeguarding Lead	Deputy Safeguarding Lead	Board Level Lead/Nominated Governor	Chair of Governors
2018/2019	Mrs S Price	Mrs H Jackson	Mr J Heap	Mrs M Kelly
		Miss M Ryder		

Policy Review dates

Review Date	Changes made	By whom	Date Shared with staff
01.05.2018	**In line with NYCC recommendations**	**Safeguarding team**	**May 2018**
17.10.2018	**Updated staff personnel**	**Chair Of Governors**	**October 2018**
Jan 2019	**Updated to reflect changes in KCSIE 2018**	**Safeguarding team**	

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

Whole School	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Headteacher
16.10.2018 **Safeguarding and CP training.**	**Mrs S Price** **Training delivered by J Coates, Prevention Service Manager**	**Miss M Ryder** **Mrs H Jackson**	**Mrs C Rowett**
15.01.2019 **Safeguarding and CP training.** **For those who were unable to attend 16.10.18**	**Mrs Sally Price.** **Training delivered by J Coates, Prevention Service Manager**	**Miss M Ryder** **Mrs H Jackson**	**Mrs C Rowett**

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Introduction

The policy updates the LA Sample policy issued Sept 2017 and is in line with:

- Sections 175 of the Education Act 2002 and Education (Independent School Standards) Regulations 2014.
- North Yorkshire Safeguarding Children Board (NYSCB) Child Protection Procedures and Practice Guidance.
- *Working Together To Safeguard Children* HM Government 2018.
- *Keeping Children Safe in Education* (KCSIE) DfE 2018.
- 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 Section 3 – The Safeguarding And Welfare Requirements* March 2017.
- *Sexual Violence and sexual harassment between children in schools and colleges* DfE 2018.

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 2018

Safeguarding includes the establishment and implementation of procedures to protect children from deliberate harm, however, safeguarding also encompasses all aspects of pupils' health, safety and well-being (see Appendix K Related School Safeguarding Policies).

Moorside Junior School is committed to ensuring the welfare and safety of all children in school. All North Yorkshire schools, including Moorside Junior 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 publicly on the school website; in addition hard copies of the policy are available upon request.

Useful Telephone Numbers:

Social Care Advice and Support Line: (Discuss/report concerns) 01609 780780

Talk to us translators: 01609 536936

CAMHS CRISIS Team: 01423 726947

Childline: 0800 11 11

School Commitment

The Designated Safeguarding Lead is: Mrs Sally Price.

The persons who deputise in her absence are: Mrs Hannah Jackson or Miss Michelle Ryder.

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 (ref. KCSIE para107), 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.

Multi-agency Working

The school has a pivotal role to play in multi-agency safeguarding arrangements that will replace the current NYSCB arrangements, and contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children 2018.

The three safeguarding partners will make arrangements to allow all schools and colleges in the local area to be fully engaged, involved and included in the new safeguarding arrangements. It is expected that they will name schools as relevant agencies. If named as a relevant agency we are under a statutory duty to co-operate with the published arrangements.

THE SCHOOL WILL ALWAYS ACT IN LINE WITH THE NYSCB POLICIES AND PROCEDURES AND PRACTICE GUIDANCE.

Roles and Responsibilities

The Governing Body should ensure that:

- the school 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;
- 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 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 NYSCB, are updated annually, and available publicly either via the school or college website or by other means;
- Governing Bodies should recognise 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 of KCSIE 2018 and all leaders and staff who work directly with children read Annex A of KCSIE 2018;
- mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in part one of KCSIE 2018;
- all staff undertake appropriate Child Protection training;
- 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 B 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 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*,* 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;
- the school has a code of conduct for Governors;
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the NYSCB and locally agreed inter-agency procedures (Appendix A);
- the proprietor/Chair of Governors liaises with the LADO and/or partner agencies in the event of allegations of abuse being made against the Headteacher;

- 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, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or through relationships and sex education (RSE);
- children are safeguarded from potentially harmful and inappropriate online material. Ref KCSIE Annex C;
- 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 84, 87). UKCCIS Online Safety for Schools and Colleges;
- all staff and Governors recognise that children may abuse their peers, and that this should not be tolerated or passed off as 'banter' or 'part of growing up'. Any allegations of peer abuse and concerns about sexual violence and sexual harassment, physical abuse, youth produced sexual imagery, (sexting), initiation/hazing[1] type violence and rituals must be reported to the DSL and NYSCB guidance and procedures must be followed. There should be a whole establishment approach to preventing sexual violence and sexual harassment between children. A policy and procedures are in place with regards to peer on peer abuse and followed by all staff (ref KCSIE paras 94-95, and KCSIE Part 5 Child on Child Sexual Violence and Sexual Harassment);
- the school has due regard to the duties to prevent people from being drawn into terrorism;
- all staff understand the risk factors regarding female genital mutilation and known cases are reported;
- appropriate safeguarding responses are in place for children who go missing from education (ref KCSIE para 55,) 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;
- 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;
- there is an annual review of policies and procedures and the NYSCB Schools' Safeguarding Audit is completed;
- 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;

[1] **Hazing:** is any action taken or any situation created intentionally that causes embarrassment, harassment or ridicule and risks emotional and/or physical harm to members of a group or team, whether new or not, regardless of the person's willingness to participate.

- staff are aware that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children.

The Headteacher/Principal should ensure that**:**

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

The Designated Safeguarding Lead

The DSL role is set out in full in KCSIE 2018 and this should be explicit in the DSL's job description. 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 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.

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.
- 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.

Work with Others

- 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 and safeguarding (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies; and
- Act as a source of support, advice and expertise for staff.

Undertake Training

- 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.
- Undertake Prevent awareness training.
- 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 NYSCB 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 so they:
  - understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
  - 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;
  - ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff;
  - are alert to the specific needs of children in need, those with special educational needs and young carers;
  - understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation (GDPR);
  - are able to keep detailed, accurate, secure written records of concerns and referrals;
  - understand and support the school or college with regards to the requirements of the Prevent duty, including online safety and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
  - obtain access to resources and attend any relevant or refresher training courses;
  - 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;
  - 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;
  - Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example from online bullying, grooming and radicalisation and be confident and have the capacity to support SEND children to stay safe online.

Raise Awareness

- Ensure the school's child protection policies are known, understood and used appropriately.

- 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.

Child Protection File

- Where children leave the school or college 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. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.
- 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.
- Ensure that, if a child goes missing or leaves to be educated at home, the Child Protection File is forwarded to the Safeguarding Unit Manager, County Hall, Northallerton, DL7 8AE ensuring secure transit and obtaining confirmation of receipt.
- Ensure that the key worker in Prevention Service or Children's Social Care is informed when the child leaves the school, and inform of the receiving school, if known.

Availability

- During term time always be available (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 and Annex A of KCSIE. London Grid for Leaning has translated Keeping Children Safe into a number of other languages:
    - Arabic
    - Bengali
    - Cantonese
    - Mandarin
    - Polish
    - Portuguese
    - Punjabi
    - Spanish
    - Urdu

  The translations can be found online at: kcsietranslate.lgfl.net.

- Receive appropriate child protection training 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 and 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.
- 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.
- Where there are concerns about a child, **always** speak with the DSL.
- If the DSL is not available, staff should speak to a member of the SLT and / or take advice from local children's social care (KCSIE, 2018, para 28).
- 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.
- NYSCB 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.
- where there are concerns about another staff member, refer these concerns to the Headteacher/principal
- Where there are concerns about the Headteacher or principal, refer these concerns to the chair of governors or LADO where the Headteacher is also the sole proprietor.
- Raise 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 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 and has specific additional needs;
    - has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
    - 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;
    - is frequently missing/goes missing from care or from home;
    - is at risk of modern slavery, trafficking or exploitation;
    - is at risk of being radicalised or exploited;
    - 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 a privately fostered child.

- Do 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. If you are unable to speak to a Safeguarding Lead, you can ring the social care line to discuss with a professional. The Designated Safeguarding Lead, must still be informed at the earliest opportunity.

Useful Telephone Numbers:

Social Care Advice and Support Line: (Discuss/Report Concerns) 01609 780780
Talk to us translators: 01609 536936
CAMHS CRISIS Team: 01423 726947
Childline: 0800 11 11

- 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.

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

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

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

Definitions

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

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

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

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

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for

example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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.

PROCEDURES

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

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

Contextual Safeguarding

The school recognises that Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. The school will provide as much information as possible as part of the referral process to Children's Social Care.

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

It is ***not*** the responsibility of the school staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. This includes allegations of peer abuse. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns indicating possible

abuse or neglect will be recorded and discussed with the DSL (or in their absence with the person who deputises) prior to any discussion with parents.

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 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. This will be adapted to suit individual needs to ensure that no individual is at a disadvantage of expressing themselves due to Special Educational Needs or Disabilities, or any impairment.

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 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?'
- 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. Prevention Service, Children's Social Care ref. Appendix C;
- 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 harm;
- whether to make a referral to Children and Families' Service because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

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.

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.

e) 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 NYSCB 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.

All sensitive records are kept confidential and are only accessible to those who need to know.

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

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.

The school notes that Keeping Children Safe in Education (2018), para 75: '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 promote the welfare and protect the safety of children' 'This includes allowing practitioners to share information without consent.' para 77.

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.

f) 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.

SAFEGUARDING APPENDICES

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

Where an allegation is made against any person working in or on behalf of the school, or any other person who works with children, that they have:

a. behaved in a way that has harmed a child or may have harmed a child;
b. possibly committed a criminal offence against or related to a child or
c. behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

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

However allegations management in the school will be undertaken by the Headteacher or (where the Headteacher is the subject of an allegation) the Chair of Governors.

School will always follow: The NYSCB practice guidance and DfE Guidance *Keeping Children Safe in Education* 2018 part 4:

School will immediately contact the Duty Local Authority Designated Officer (LADO) on 01609 532477 and then, where appropriate, submit a LADO referral form within one working day:

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

Detailed and accurate records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely within school.

Initial Action

- The person who has received an allegation or witnessed an event **MUST** immediately inform the Headteacher (case manager) or in the absence of the Headteacher, the Designated Safeguarding Lead or a member of the Senior Leadership Team, make a record and have regard to the school's whistleblowing procedure.
- In the event that an allegation is made against the Headteacher, the matter will be reported to the Designated Safeguarding Lead or a member of the Senior Leadership Team (case Manager) as described above.
- In the event of an allegation being made against the Headteacher, allegations will be reported directly to the LADO.
- The case manager will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs.
- The member of staff will not be approached at this stage unless it is necessary to address the **immediate** safety of children.
- The case manager may need to clarify any information regarding the allegation, however no person will be formally interviewed or asked to write a formal statement at this stage.

- The case manager will consult with the Duty LADO (01609 532477) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation.
- Consideration will be given throughout to the support and information needs of pupils, parents and staff.

Where an Early Years' provider is registered with OfSTED, the provider must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). The provider must also notify Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. Please also see additional requirements in the EYFS 2017.

B. Confidentiality

School has regard to DfE guidance on Information Sharing:

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

School ensures the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. School ensures that staff members do not promise confidentiality to the child and always act in the interests of the child.

The school confidentiality policy indicates:

a) when information must be shared with police and Children and Families' Service where the child/young person is / may be at risk of significant harm;
b) when the pupil's and/or parent's confidentiality must not be breached.

C. Contacts

PREVENTION SERVICE

Advice and Support from Area Prevention Managers

West		
Craven	Caroline Porter	01609 532412
Ripon & Rural Harrogate	Jon Coates	01609 532323
Harrogate Town & Knaresborough	Rachel Yeadon	01609 533446
Central		
Richmondshire	Vanessa Handley	01609 535682
Hambleton	Sharon Britton	01609 536468
Selby Town	Pat Scully	01609 532385
Rural Selby	David Fincham	01609 534022
East		
Whitby & The Moors	Diane Leith	01609 532479

Ryedale	Simon Osman	01609 798167
Scarborough Town	Liz White	01609 533139
Scarborough South & Filey	Simone Wilkinson	01609 532927

Advice and Referral

CHILDREN AND FAMILIES' SERVICE

Customer Resolution Centre 01609 780780
For advice please ask to speak to a social worker in the MAST
Children&families@northyorks.gov.uk

Emergency Duty Team 01609 780780

NORTH YORKSHIRE POLICE 101
(Ask for the Serious Crime Team in North Yorkshire)

Safeguarding Unit

Designated Officers for Managing Allegations (LADOs)

Duty LADO (consultations, new referrals and urgent matters)
01609 532477

Susan Crawford	01609 532152	07813 005161
Karen Lewis	01609 534200	07715 540711
Dave Peat	01609 535646	07814 533363
Julie Kaye	01609 532508	07973 825752
Andy Kenyon	01609 534215	07973 792398

Manager
Heather Pearson 01609 532301 07715 540741

Business Support including CME Coordinator (Children Missing Education)
Safeguardingunit@northyorks.gov.uk 01609 532477

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

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

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

D. Curriculum

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

The school is committed to ensuring there are opportunities in the school curriculum, for example through the Personal, Social, Health Education (PSHE) curriculum and by providing an age-related, comprehensive curriculum, for pupils to be taught about aspects of safeguarding in order to develop the knowledge and skills they need to recognise when they are at risk and how to get help when they need it including on-line safety. We do this by:

- developing healthy relationships and awareness of domestic violence, sexual violence and harassment, bullying, prejudice based bullying and violence based on a person's sexual orientation, gender, faith or race, hate crime, relationship abuse, and other abuse;
- recognising and managing risks including online, cyber bullying, online grooming for sexual exploitation and radicalisation enabling pupils to become safe and responsible users of technologies and the impact of new technologies on sexual behaviour, for example sexting and accessing pornography;
- enabling pupils to develop knowledge, skills and attitudes consistent with the promotion of British values;
- recognising how pressure from others can affect their behaviour, including the risks of radicalisation to extremist behaviour;
- ensuring pupils have the opportunity to discuss controversial issues and develop tolerance and respect for others;
- raising awareness of female genital mutilation and forced marriage ;
- making available appropriate local and online advice.

Additional aspects of safeguarding included in the curriculum are risks associated with:

- substance misuse
- gangs and youth violence
- mental health
- water, fire, roads and railways

The school has updated the curriculum aspects of related policies to ensure that they are aligned to our Child Protection Policy. This includes the school's online safety, relationships and sex education, substance misuse, smoke-free, equalities and anti-bullying policies.

The school recognises the statutory duty, since April 2014, to publish information about the content of our PSHE curriculum on our school website.

The school has acknowledged that Relationships, Relationships and Sex Education (RSE) and Health Education will be statutory in all schools from September 2020 and is working towards embedding a whole school approach that will safeguard all pupils and meet the statutory requirements:

The school recognises the importance of using age appropriate curriculum resources and ensuring that there is a safe climate for learning which includes the setting of ground rules.

Parents /carers are invited to view any resources and discuss any concerns they have over any curriculum content within our PSHE curriculum provision. Arrangements can be made by contacting the PSHE leader in the first instance (Mrs Hunton for KS1 or Mrs Plummer for KS2).

Training needs of staff are regularly reviewed to ensure that staff delivering safeguarding aspects of PSHE or online safety have the appropriate knowledge and skills.

The school monitors and evaluates the impact of the safeguarding taught curriculum provision through our school based monitoring and evaluation processes which include lesson observation, work scrutiny, feedback from pupils, staff and parents/carers, data from the bi-annual Growing Up in North Yorkshire survey.

The following Information is made available to pupils: Compass Buzz support, Childline and NSPCC posters are displayed around school.

School's arrangements for consulting with and listening to pupils are *by promoting use of worry boxes in class, school council, peer support schemes, and by using growing up in North Yorkshire Survey, online to inform further practice.*

We make pupils aware of these arrangements by *discussing in whole school assemblies and SEAl sessions.*

E. Curriculum Resources and Support

Schools can access the North Yorkshire PSHE and Citizenship Planning and Assessment toolkit which contains the PSHE and Citizenship curriculum entitlement framework for key stages 1-4 along with suggested resources specifically to support the safeguarding aspects of the curriculum by year group. It is accessible from the CYPS Information Site. See also NSPCC teaching resources and lesson plans.

Safeguarding Curriculum Training and Consultancy for Schools 2018-19

For further information on safeguarding curriculum information, training and support please contact:

- Katharine Bruce, Lead Adviser Vulnerable Learners (0-19) on 01609 535497, katharine.bruce@northyorks.gov.uk.
- Clare Barrowman, Health and Wellbeing Adviser 0-19, on 01609 536808, clare.barrowman@northyorks.gov.uk.
- Rebecca Swift, Equalities Adviser 0-19, on 01609 798554 Rebecca.Swift@northyorks.gov.uk
- A programme of Safeguarding curriculum training and consultancy is available to schools through North Yorkshire Education Services.

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

Schools are required to comply with the Statutory Framework for the Early Years Foundation Stage Under the EYFS Section 3 – the safeguarding and welfare requirements - schools are not required to have separate policies provided these requirements (identified below by paragraph number in EYFS) are already met through existing policies.
School may wish to include the following requirements in the policies as suggested below (in red):

CP Policy:

EYFS 3.4 (policy must include use of mobile phones and cameras)
Taking, storing and using images of children, (including mobile phone, tablet, video and camera use)

Guidance note
You will need to consider:

- the use of tablets and other equipment with the capacity to record images;
- the purpose of images taken within the school, how they will be used and stored;
- permission from parents for taking images of their children and for how these may be used;
- how you can make sure that images are only taken and used in the way that parents give permission for;
- what procedures you will put in place to safeguard all children e.g. to ensure that children who are not to be photographed can be kept safe, whilst still taking part in the event;
- who will have access to stored images and how this is to be monitored.

You must ensure that:

- the school has equipment for taking images so that staff do not use their own personal equipment;
- the arrangements for the secure storage of staff's personal equipment is stored away from the EYFS classrooms whilst children, volunteers and parents are on site;
- in personal emergencies staff and volunteers should be contacted via the setting telephone;
- all devices which have a camera, video and/or internet access are used appropriately;
- images are printed or reproduced at the setting to ensure that photos and recordings of the children cannot be used inappropriately.

CP Policy

EYFS 3.68 Information and records
This is included in Appendix J

Safer Recruitment Policy

EYFS 3.9 Ensuring that people looking after children are suitable to fulfil the requirements of their roles.

- 3.14 and 3.15 includes having regard to the requirements of the 2018 Childcare Disqualification Regulations and disclosure of police information.

- Disqualification by association is still relevant for childminders and childcare registered under domestic premises including where a childminder or assistant works on non-domestic premises (50% rule).

Safe Working Practice/Code of Conduct:

EYFS 3.19 Staff taking medication/other substances

EYFS 3.25 First Aid

EYFS 3.27 Key person

EYFS 3.28 Staff: child ratios

Health and Safety Policy:

EYFS 3.44-3.46 Medicines

EYFS 3.50 Accident or injury

EYFS 3.54 Safety and suitability of premises, environment and equipment

EYFS 3.64 Risk assessment

Behaviour Policy:

EYFS 3.52 Managing behaviour

Complaints' Policy

EYFS 3.74 Complaints

NYCC policies and guidance for Early Years are available online.

G. Partnership with Parents and Carers

The school shares a purpose with parents to keep children safe from harm and to have their welfare promoted. Information to support parents in doing so can be found online. Some useful websites are listed below:
NYSCB
NSPCC
CEOP
Internet Matters
Parent Zone
Childnet
Parents Protect

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

School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.
We encourage *parents to discuss any concerns they may have with Mrs Sally Price, Mrs Hannah Jackson or Miss Michelle Ryder.*

The child protection policy is available on the school website. Alternatively, we can provide a hard copy upon request.

H. Partnerships with Other Agencies

The school recognises that it is essential to establish positive and effective working relationships with other agencies. Moorside Junior School works closely alongside Compass Buzz, Children and Families service including the Prevention Service, Young Carers and NSPCC to name a few. All schools and colleges should allow access for children and families service staff from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, an assessment including under section 17 or section 47. Consent from the parent and child (where of sufficient age and understanding) is required for assessments by the prevention service or under section 17.

School complies with the requirement under the Children Act 2004 to co-operate with other organisations and agencies in activities relating to children.

I. Peer abuse including Sexual Violence and Harassment

The school recognises that children are capable of abusing their peers, that this can manifest itself in many ways and may reflect gender issues. Where there are concerns or allegations of peer abuse, the procedures and guidance in this policy will be followed, in the same way as if the matter was in respect of abuse by an adult.

Sexual violence and sexual harassment involving children at the school is a form of peer on peer abuse. Sexual violence involves the criminal sexual offences defined in the Sexual Offences Act 2003. Sexual Harassment is defined as unwanted conduct of a sexual nature and can include online behaviour. Neither is acceptable and will not be tolerated by the school. School take all such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives. A multi-agency approach will be undertaken when responding to all such complaints; however the school will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case.

All such reports will be managed by the Designated Safeguarding Lead. There are a number of options the school may consider in respect of the management of a report of sexual violence or sexual harassment between children and each case will receive an appropriate bespoke response once all the facts are known. Irrespective of any potential criminal outcome, the school have a duty to safeguarding all children and may deal with any such report on a balance of probability basis when considering the outcomes for children involved. Should an outcome involve a move to an

alternative school for any child then full information sharing of the case will be undertaken with the Designated Safeguarding Lead professional at that school.

Concerns or allegations of all forms of peer abuse must be reported to the DSL, who will have regard to the NYSCB child protection guidance and procedures and make referrals in respect of both the alleged victim and the alleged perpetrator, where appropriate. Where the concerns are of a sexual nature the DSL will have regard to the NYSCB guidance 'Children and Young People Who Display Sexualised Behaviour'.

Wherever concerns of peer abuse arise the DSL will undertake an immediate risk assessment and put all necessary measures in place to ensure that the alleged victim, perpetrator and all children in the school are safeguarded and their welfare is supported. The Inclusive Education Service, on request, can advise schools in undertaking these risk assessments.

Where there are concerns or allegations of youth generated sexual imagery, (often referred to as 'sexting') these must always be reported to the DSL, who will have regard to the 2017 guidance: UK Council for Child Internet Safety Guidance ' Sexting In Schools and Colleges Responding to Incidents and Safeguarding Young People'.

The DSL, having had regard to this guidance, will make referrals to police and children's social care where appropriate.

We will make every effort to minimise the risk of peer abuse by teaching pupils, in an age appropriate way about: how to recognise, understand and build healthy relationships; self-respect and respect for others; commitment; tolerance; boundaries; consent; how to manage conflict; and how to recognise unhealthy relationships.

J. Prevent

In order to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Schools can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, school should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. The statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

Roles and responsibilities:

- The strategic Prevent lead in school is Mrs Sally Price. In her absence Mrs Michelle Ryder and Mrs Hannah Jackson will deputise.

- They understand the expectations and key priorities to deliver Prevent and this is embedded within safeguarding procedure.
- The senior leadership team and governing body are aware of the Prevent Strategy and its objectives.
- There is a clear awareness of roles and responsibilities throughout the school. college, setting regarding Prevent.
- The Prevent agenda and its objectives has been embedded within the appropriate safeguarding processes.
- The school's premises do not give a platform for extremist speakers and events.
- School provides a broad and balanced curriculum that that promotes fundamental British values and Spiritual, Moral, Social and Cultural Education (SMSC), helping protect pupils against extremism and developing strong community cohesion.
- Links to curriculum resources can be found in the PSHE Entitlement Framework at http://cyps.northyorks.gov.uk/health-wellbeing-pshe

Training:

- A training plan is in place so that key staff, including senior leaders, understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable.
- Details of training courses including frequency and availability are cascaded to all relevant staff.
- Further training on the Prevent agenda, such as around Far Right Extremism is made available to the Safeguarding, pastoral and PSHE leads where appropriate.
- There is appropriate staff guidance and literature available to staff on the Prevent agenda.
- Staff are aware of curriculum resources and teaching strategies to teach pupils about extremism and the risk of radicalization.
- All staff in the organisation have accessed appropriate prevent training for their role.

All staff should have completed online Prevent training.
A programme of 'Prevent' training and consultancy is available to schools through North Yorkshire Education Services and through NYSCB.

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

Updates on Prevent, including teaching resources are provided through the PSHE network and termly newsletter.

Referrals:

- An appropriate internal Prevent risk assessment and referral process is in place.
- All staff including the Prevent lead/ DSL follows the NYSCB procedures.
- Partner agency communication channels are in place.
- An audit trail for notification reports/referrals exists.
- Prevent referrals/notifications are managed or overseen by The Prevent lead.
- A process is in place to identify and develop 'lessons learnt'.

K. Child Criminal Exploitation: County Lines

School recognise that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. School will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and/or other children.

L. 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), ensuring that if the person(s) with parental responsibility is unable to collect this person, who could collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made. The school encourages all parents and carers to provide more than one emergency contact, providing the school with additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern;
- details of any persons authorised to collect the child from school (if different from above);
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Special Guardianship Order, Injunctions etc.);
- if the child is or has been subject to a Child Protection Plan ;
- name and contact detail of key persons in other agencies, including GP;
- any other factors which may impact on the safety and welfare of the child.

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

M. Related School Safeguarding Policies

Safeguarding is not just about protecting children from deliberate harm (child protection). It includes:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

Safeguarding action may be needed to protect children and learners from:

- neglect;
- physical abuse;
- sexual abuse;
- emotional abuse;
- racist, disability and homophobic, transphobic and biphobic abuse;
- gender-based violence/violence against women and girls;
- radicalisation and/or extremist behaviour;
- child sexual exploitation and trafficking;
- child criminal exploitation and county lines;
- the impact of new technologies on sexual behaviour, for example Youth Produced Sexual Imagery, (sexting) and accessing pornography;
- teenage relationship abuse;
- peer on peer abuse
    - bullying (including cyberbullying and prejudice-based bullying)
    - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
    - sexual violence and sexual harassment
    - sexting (also known as youth produced sexual imagery)
    - initiation / hazing type violence and rituals.
- substance/drug misuse;
- issues that may be specific to a local area or population, for example gang activity and youth violence;
- domestic abuse;
- So called 'honour –based' violence
    - female genital mutilation
    - forced marriage
- faith abuse;
- fabricated or induced illness;
- mental health issues;
- poor parenting, particularly in relation to babies and young children.

It relates to aspects of care and education, including:

- children missing from education;
- children with family members in prison;
- homelessness;
- children's and learners' health and safety and well-being including their mental health;
- meeting the needs of children who have special educational needs and/or disabilities;
- the use of reasonable force;
- meeting the needs of children and learners with medical conditions;
- providing first aid;
- alternative provision;
- intimate care and emotional well-being;
- online safety and associated issues;
- appropriate arrangements to ensure children's and learners' security, taking into account the local context;

- children not collected from school;
- lost children.

It relates to other policies including:

- Private Fostering
- Complaints
- Admissions
- Safer recruitment
- Key person
- Teaching and learning
- Partnership with parents
- Confidentiality
- Record keeping
- Administering medication
- Intimate care
- Disciplinary procedure
- Whistle blowing
- Acceptable use of ICT
- Educational visits NYCC Guidance for schools is available for PSHE (including relationships and sex education) / Health and Wellbeing

Equalities including lesbian, gay, bisexual and Trans (LGBT) guidance can also be accessed via NYCC website.

NYCC Online Safety Guidance updated 2018 for schools and settings which includes sample acceptable use polices

Guidance for safer working practice for those working with children and young people in education settings

NYCC: Guidelines for dealing with and reporting prejudice based incidents, hate incidents and hate crimes in schools and settings (updated July 2017):

N. Safer Recruitment and Selection

The school pays full regard to DfE guidance *Keeping Children Safe in Education 2018*; the Protection of Freedoms Act 2012; the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 under S75 of the Childcare Act 2006 and NYCC Schools' Recruitment procedures and guidance (login required).

We ensure that all appropriate measures are applied in relation to everyone who works in or on behalf of the school who is likely to be perceived by the children as a safe and trustworthy adult and follow NYCC guidance on checking volunteers and contractors, and NYCC Education and Skills guidance on checking host families for educational visits and work experience providers.

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. When undertaking interviews, the school has regard to the principles of Value Based Interviewing, Where appropriate, the school undertakes checks of/has regard to:

- the Disclosure and Barring Service (DBS);
- the Teacher prohibition list;
- the requirements of the Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 under S75 of the Childcare Act 2006;
- any Section 128 direction (Academies, Independent and Free Schools);
- the section 128 direction for maintained school Governors. A section 128 direction disqualifies a person from holding or continuing to hold office as a governor of a maintained school. When proposing to recruit a Governor, schools should use the Secure Access Portal to check whether the person is barred as a result of being subject to a section 128 direction. It is recommended that this check is recorded and dated on the school Single Central Record (SCR).

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

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

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

Schools must keep a Single Central Record detailing a range of checks carried out on their staff (including supply staff, and teacher trainees on salaried routes) who work at the school and for independent schools, including academies and free schools, all member of the proprietor body.

Statutory requirements are such that:

- an Enhanced DBS check is obtained for all new paid appointments to the school's workforce;
- an Enhanced DBS check 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 paragraphs 161- 166 and Annex F KCSIE *2018*);
- schools will satisfy themselves that any contracted staff are DBS checked where appropriate (see paragraphs 173-176 KCSIE *2018*);
- schools will ensure that a check of any teacher prohibitions, including interim orders, is made on all teachers (see paragraphs 122 – 123 KCSIE *2018*);

- 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 agency and third-party staff have undergone the necessary checks by seeking confirmation from the relevant employer;
- identity checks must be carried out on all appointments to the school workforce before the appointment is made;
- for volunteers, the Headteacher has undertaken a risk assessment to decide whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. The Headteacher has considered the nature of the work with children; what is known about the volunteer, including formal or informal information offered by staff, parents and other volunteers; whether the volunteer has other employment or undertakes activities where referees can advise on suitability; and whether the role is eligible for an enhanced DBS check. Details of the risk assessment will be recorded.

Childcare Disqualification

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

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

Mrs Claire Rowett (Headteacher) and Mrs Mary Kelly (Chair of Governors) and Mrs Sally Price have undertaken training in Safer Recruitment and one of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

Training is available as follows:

- NSPCC on line and face to face training

Visitors

"Schools do not have the power to request DBS checks and barred list checks, or ask to see DBS certificates, for visitors (for example children's relatives or other visitors attending a sports day). Headteachers and principals should use their professional judgment about the need to escort or supervise visitors." *KCSIE 2018*

O. Safer Working Practice

"All staff members should be aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's child protection policy; the school's staff behaviour policy (sometimes called a code of conduct); the safeguarding response to children who go missing from education; and the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies). "

KCSIE 2018

Staff Behaviour Policy

Schools are required to have in place a Staff Behaviour Policy, (sometimes called a Code of Conduct). The school adopts and makes all staff and volunteers aware on induction of the *Guidance for Safer Working Practice for those working with Children and Young People in Education Settings.* In addition the information provided by the NSPCC to ensure that staff are aware of behaviours which should be avoided and that staff and children are safe.

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

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

P. Staff Induction and Training

School Governors and proprietors are responsible for ensuring that staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where they feel able and are supported in their safeguarding role.

Schools should, through training needs analysis, determine what level of training individual staff will require, depending on their roles and responsibilities.
Staff must be able to:

- understand the policy and procedures;
- understand individual staff responsibilities to ensure that concerns for the safety of a child are effectively addressed;
- identify signs of possible abuse and neglect at the earliest opportunity;
- be aware of and understand their role in the early help process;
- respond to concerns in a timely and appropriate way;
- communicate appropriately with children;
- understand the role of the DSL;
- be aware of external avenues for notifying concerns including the use of escalation and whistle-blowing procedures;
- comply with record-keeping requirements;
- recognise grooming behaviour by adults including inappropriate sexual comments; excessive one-to-one attention or inappropriate sharing of images;
- recognise normal and concerning sexual behaviours of children;
- have up to date knowledge of safeguarding issues;
- understand the requirements of the Prevent duty on protecting children from radicalisation;
- recognise the unique risks associated with on line safety;
- recognise the additional risks that children with SEN and disabilities face online;
- understand the safeguarding response to children who go missing from education.

Induction
All staff (including temporary staff, school Governors and volunteers) are provided with the school's Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (Code of Conduct), information on the safeguarding response of children who go missing from education and informed of school's child protection arrangements including the role and identity of the DSL and any deputies.

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

All staff should read and understand at least part one of Keeping Children Safe in Education 2018 and all leaders and staff who work directly with children should read Annex A of Keeping Children Safe in Education 2018.

Safeguarding Children: Online Learning Child Protection Basic Awareness Package is available on the NYSCB site.

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

DSL Training
The Designated Safeguarding Lead and any deputies should undergo training to provide them with the knowledge and skills to carry out the role. The training should be updated every two years.

In addition to their formal training, their knowledge and skills should be updated (for example via e-bulletins, meeting with other DLSs, or taking time to ready and digest safeguarding developments), at regular intervals and at least annually to keep up with any developments relevant to their role.

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

The **Comprehensive Child Protection Pathway Course** CCPP is an NYCC course for DSLs who may be invited to child protection conferences.

School Governors
In addition to undertaking safeguarding and child protection training, governors should also undertake training to ensure they are familiar with their responsibilities for the management of safeguarding as detailed in part two of KCSIE 2018.

Online Safety
Training is available from NYCC Education and Skills team:
Female Genital Mutilation training
Domestic Abuse Basic Awareness training
Forced Marriage Guidance
Prevent E-Learning

Q. Supervision, Support and Advice for Staff

All staff are given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.

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

Supervision provides opportunities for staff to:
- discuss any issues – particularly concerning children's development or wellbeing;
- identify solutions to address issues as they arise; and
- receive coaching to improve their personal effectiveness.

Regular staff appraisals are carried out to review their practice to ensure they improve; identify any training needs and secure opportunities for continued professional development for staff.

Staff will be supported and supervised by the Headteacher or *a member of the Senior Leadership Team.*
The designated safeguarding lead will be supported by *the Headteacher or a named professional within NYCC Children and Families service.*
Child Protection advice and support is available from either Mrs Sally Price, Mrs Hannah Jackson or Miss Michelle Ryder.

R. Alternative Provision

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

Alternative Provision

Where we place one of our pupils with an alternative provision provider, we continue to be responsible for the safeguarding of our pupil, and will When appropriate we will therefore seek written assurances in order to be satisfied that the provider meets the needs of our pupil. This will include written reassurance or checks of the alternative providers Child Protection Policy, safer recruitment processes, attendance and child missing education procedures and appropriate information sharing procedures. We will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we would otherwise perform in respect of our own staff.

S. Vulnerable children

All staff are particularly sensitive to signs that may indicate possible safeguarding concerns and follow appropriate NYSCB/LA guidance:

- Children not attending school
- Poor or irregular attendance and persistent lateness at school
- Children Missing Education
- Children Missing from Home or Care
- Children not collected
- Children Privately fostered
- Carrying Knives /Offensive weapons
- Child Sexual Exploitation/Grooming
- Child Criminal Exploitation: County Lines
- Children who are Bullied
- Children who self-harm and suicidal behaviour
- Children who Sexually Harm
- Contextual Safeguarding
- Domestic Abuse and Impact on Children
- Female Genital Mutilation:
- Forced Marriage:
- Modern Slavery and Human Trafficking
- Parental Mental Health
- Private Fostering
- Radicalisation to extremist behaviour
- Sexual violence and sexual harassment between children in schools and colleges
- Youth Produced Sexual Imagery

T. The Use of 'Reasonable Force' in Schools and Colleges

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

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools should in considering the risks carefully recognise the additional vulnerability of these groups.