

**North Yorkshire LA &  
Malton School Child Protection Policy  
Sept 2019**

**School: Malton School**

**Headteacher: Rob Williams**

**Named personnel with designated responsibility for Child Protection**

Academic year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
17/18	Jon Steel	Lucy Davison	Becky Dale	Rachel Riddell
		Jay Rowley		
18/19	Jon Steel	Lucy Davison	Becky Dale	Rachel Riddell
		Jay Rowley		

**Policy Review dates**

Review Date	Changes made	By whom	Date Shared with staff
January 2017	Updated in accordance with revised NYCC policy	RW & Governors SM Cttee	30/01/2017
Jan 2018	Updated in accordance with revised NYCC policy	<b>JGS/LCD/Governors</b>	
<b>July 2018</b>	<b>Updated with new DFE guidance</b>	<b>JGS</b>	
<b>July 2019</b>	<b>Updated with new DFE guidance</b>	<b>JGS</b>	

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

Role	Name	Date	Course title	Training Provider
DSL/Assistant Head	Jon Steel	08/11/2017 Update booked for 24.10.19	Comprehensive Child Protection Pathway	NYCC
		26/03/2019	ACT Awareness E-Learning, Counter terrorism training	ACT Awareness (Online training)
Deputy DSL / Head of KS3	Lucy Davison	09/10/17	Safeguarding Conference – Safeguarding is everybody’s business	NYCC
DSL / Headteacher	Rob Williams	06/10/2016	Child Protection Training – Comprehensive Pathways	NYCC Safeguarding Children’s Board.
		10/09/2015	Safer Recruitment Training	NSCL online
		13/04/2015	Child Protection Training	Online following whole school training
Deputy DSL / Head of KS3	Lucy Davison	13/10/2016	Child Protection Training – Comprehensive Pathways	NYCC Safeguarding Children’s Board.
		13/07/2016	Child Protection Training	
		14/09/2015	Prevent Training	Online following whole school training
		21/04/2015	Child Protection Training	Online following school based training
Head of KS4	Donna Johnson	12/10/2016	Child Protection Training	NYCC Safeguarding Children’s Board.
		07/09/2016	Child Protection Training	Online following whole school training
		07/09/2016	Prevent training	Online following whole school training

		02/09/2016	Child Protection Training	School based training
Head of KS5	Nicky-Jo Cooper	02/09/2016	Child Protection Training	School based training
Facilities Manager	Jay Rowley	24/06/2015 Update booked for 24.10.19	Child Protection Training	NYCC Safeguarding Children's Board.
		21/09/2015	Prevent Training	Online following whole school training
		18/06/2014	Safer Recruitment Training	NSCL online
Sports Centre Manager	Andy Massey	Booked for 19.09.19	NYCC Child Protection Training	Comprehensive pathways training NYCC
Pastoral Assistant	Rebecca Pullen	24/09/2015	Child Protection Training	
		24/06/2015	Child Protection Training	Online following whole school training
		02/09/2019	Child Protection Training	Whole school training

Whole staff training has been given in April 2015, September 2016, September 2018 and September 2019. All new staff have the training as part of their induction. They are given the guidelines to take away and read, and they sign document to confirm they have had the training and read the documentation. This is held by Head's PA as part of the Single Central Record.

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## INTRODUCTION

This policy was written by the North Yorkshire Safeguarding Officers with acknowledgement that they have included information from NYCC Education and Skills and the CAPE sample school policy.

The policy updates the LA Sample policy issued 2018 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 [www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk);
- *Working Together To Safeguard Children* HM Government 2015  
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- *Keeping Children Safe in Education* (KCSiE) DfE 2019
- 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

**This policy applies to all adults, including volunteers, working in or on behalf of the School and Malton Community Sports Centre.**

“Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families 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 2019

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)

Malton School is committed to ensuring the welfare and safety of all children in school. All North Yorkshire schools, including Malton 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.

## **SCHOOL COMMITMENT**

**The Designated Safeguarding Lead is the Assistant Headteacher, Jon Steel**

**and the person who deputises in his absence is:**

**First: The Head of Lower School, Lucy Davison**

**And then, in relation to their specific key stages or areas of responsibility:**

**The Head of Upper School, Donna Johnson**

**The Head of Sixth Form, Nicky-Jo Cooper**

**Malton Community Sports Centre Manager, Andy Massey**

**School Facilities Manager, Jay Rowley**

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, and 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 in North Yorkshire**

With effect from 29<sup>th</sup> September 2019, North Yorkshire Safeguarding Children Partnership has amalgamated with North Yorkshire Children Trust Board to form the North Yorkshire Safeguarding Children Partnership (NYSCP). For further guidance on the new multi-agency safeguarding arrangements see [here](#). The school has a pivotal role to play in multi-agency safeguarding arrangements NYSCP, and contributes to

multi-agency working in line with statutory guidance [Working Together to Safeguard Children 2018](#).

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

**THE SCHOOL WILL ALWAYS ACT IN LINE WITH [THE NYSCB POLICIES AND PROCEDURES AND PRACTICE GUIDANCE](#)**

## 1. Roles and Responsibilities

**The Governing Body should ensure that (the following applies to Malton School and to Malton Community Sports Centre):**

- 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)
- this child protection policy and procedures are in place which are provided to and read by all staff – including temporary staff and volunteers – on induction. These 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
- all staff read at least part one and Annex A of KCSiE 2019
- mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of KCSiE 2019.
- 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 job description of the Deputy DSL.
- 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 to promote the educational achievement of children who are looked after and that this person has appropriate training. **At Malton School this is the SENCO.**
- staff have the skills, knowledge and understanding necessary to keep 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 (Safe Working Practices) 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.
- The school has a code of conduct for governors  
<https://www.nga.org.uk/codeofconduct2017>
- 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 chair of governors liaises with the LADO and/or partner agencies in the event of allegations of abuse being made against the head teacher
- there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- 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 90). UKCCIS Online safety for schools and colleges

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/562876/Guidance\\_for\\_School\\_Governors\\_-\\_Question\\_list.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/562876/Guidance_for_School_Governors_-_Question_list.pdf)

- 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 **serious violence, including knife crime, sexual violence, sexual harassment, youth produced sexual imagery, (sexting,), initiation/hazing type violence, rituals, upskirting (which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm), which is a criminal offence,** must be reported to the DSL and NYSCB guidance and procedures must be followed. A policy and procedures are in place with regards to peer on peer abuse and followed by all staff (ref KCSiE para 97)
- the school has due regard to the duties to prevent people from being drawn into terrorism **and to protect and prepare pupils against the risk of a terrorist attack.**
- all staff understand the risk factors regarding female genital mutilation and known cases are reported. appropriate safeguarding responses are in place to children who go missing from education ref KCSiE para 57 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.

Governing bodies and proprietors should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

- Where reasonably possible, the school should hold more than one emergency contact number for each pupil or student. This goes beyond the legal minimum and is good practice to give the school additional options to make contact with a responsible adult when a child missing from education is also identified as a welfare and/or safeguarding concern.
- Governors are aware that the DFE has published detailed advice to support schools and colleges. The advice is available here: [Sexual violence and sexual harassment between children in schools and colleges](#) and includes, what sexual violence and sexual harassment look like, important context to be aware of, related legal responsibilities for schools and colleges and advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment.
- 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
- 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
- staff are aware that the most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

**The Headteacher should ensure that:**

- the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented and followed by all staff;
- they liaise with the LADO and/or 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, DSL, (formerly referred to as DSP) and Deputy:**

The designated safeguarding lead (and any deputies) is most likely to have a complete safeguarding picture.

They 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;
- 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;
- Refer cases to the Channel programme where there is a

- radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- 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;
- 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.

### **Work with others**

- Liaise with the headteacher to inform him or her 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
- As required, liaise with the "case manager" (as per KCSiE Part four) and the LADO for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.
- Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in a college, are aware as required.

### **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 **and Action to Counter Terrorism 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) 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 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;
  - Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school 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 may put in place to protect them.
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability 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 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 in this; and
- Link with the NYSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

### **Child protection file**

- Where children leave the school, ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained
- Ensure that CP records are retained until the young person's 25<sup>th</sup> birthday if the school is the final school.  
School must have regard to any other requirement requiring longer retention period:  
The current requirement under IICSA (Independent Inquiry into Child Sex Abuse) is that records of child sex abuse should be retained for the period of the inquiry.  
Please see details <https://www.iicsa.org.uk/letter-to-local-authority-ceos>
- 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 where the child leaves the school.
- [NYCC Elective Home Education Policy and Procedures, 2016 can be accessed for further guidance](#)
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### **Availability**

- During both term time and holiday periods to always ensure availability (during normal school working hours) of a relevant member of staff in the

school to discuss any safeguarding concerns. One member of the DSL team (listed above) would be expected to be available, preferably face to face or if not possible via phone and/or Skype or other such mediums as is acceptable.

- The main Deputy DSL should be trained to the same standard as the DSL. The secondary DSLs should have had appropriate training.
- 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 staff and volunteers should:**

- read at least part one and Annex A of KCSiE 2019 and, in particular, will:
  1. 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.
  2. where there are concerns about another staff member, refer these concerns to the Headteacher; where there are concerns about the Headteacher, refer these concerns to the chair of governors.
  3. raise concerns about poor or unsafe practices and potential failures in the school's safeguarding regime
- be aware of systems within their school 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 (Safer Working Practices); and the identity and role of the DSL
- **All** staff should 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.
- receive appropriate child protection training which is regularly updated
- receive safeguarding and child protection updates (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 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, raise these with the DSL. Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should **always** speak to the designated safeguarding lead (or deputy).
- **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, 2019, para 42)**
- If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

Options will then include:

- managing any support for the child internally via the school or college's own pastoral support processes;
- an early help assessment; or
- a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.
- The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.
- Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers  
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information as follows.

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom

- information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
  4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
  5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
  6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and upto-date, is shared in a timely fashion, and is shared securely (see principles).
  7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

All staff and volunteers should:

- understand that, whilst anyone can make a referral to Children and Families' Service, the correct school procedure is to report their 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.  
Ref NYSCB professional resolution procedure  
<http://www.safeguardingchildren.co.uk/professionals/professional-resolutions>
- 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.
- be aware of the school or setting's emergency procedures regarding lock-down and invacuation.
- 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](mailto: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
  - has a family member in prison
  - 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
- 

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

## 2. 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 his/her 18<sup>th</sup> birthday.

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

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

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

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also

include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**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.

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

**A child in need** is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989".

Any child may benefit from early help, but all staff should 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 frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- has returned home to their family from care.

**Children suffering or likely to suffer significant harm**

- Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.
- The online tool [Report child abuse to local council](#) directs to the relevant local children's social care contact number.

#### **What will the local authority do?**

- The local authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome. This will include determining whether:
  - the child requires immediate protection and urgent action is required;
  - whether the child is in need, and should be assessed under section 17;
  - there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47;
  - any services are required by the child and family and what type of services; and
  - further specialist assessments are required in order to help the local authority to decide what further action to take.
- The referrer should follow up if this information is not forthcoming.
- If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).
- If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

#### **Female Genital Mutilation mandatory reporting duty for teachers.**

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Appendix H for further details.

### **Looked after children and previously looked after children**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Staff should have the skills, knowledge and understanding to keep looked after children safe.

At Malton School, appropriate staff should have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead or deputy should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important to work with all agencies together and that prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

At Malton School the designated teacher is the SENCO who should work with local authorities to promote the educational achievement of registered pupils who are looked after. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, The designated teacher has responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher should work with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children.

Statutory guidance contains further information on [The roles and responsibilities of the designated teacher](#).

### **Record keeping**

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

### **Why is all of this important?**

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of this poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

### **Care leavers**

Local authorities have on-going responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan describes how the local authority will support the care leaver to participate in education or training. The Designated safeguarding lead or deputy should therefore have details of the local authority Personal Advisor appointed to guide and support the care leaver, and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

### **Children with special educational needs and disabilities**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. At Malton School we understand that barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, Malton school provides extra pastoral support for children with SEN and disabilities through the leadership of the SENCO.

## **3. 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 [www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk) which are consistent with *Keeping Children Safe in Education September 2019*; *Working Together to Safeguard Children 2018* and *What To Do If You Are Worried A Child is Being Abused 2015*

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. 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 disproportionately impacted by things like bullying- without outwardly showing any signs.

Accordingly all concerns indicating possible abuse or neglect will be recorded and discussed with the DSL (or Deputy DSL) prior to any discussion with parents.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence **such as rape, assault by penetration and sexual assault;**
- sexual harassment **such as sexual comments, remarks, jokes and online sexual harassment which may be stand alone or part of a broader pattern of abuse;**
- **Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;**
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

More details can be found in Appendix H

All staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

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 (or deputy) should be considering 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. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).

### **Serious violent crime**

All staff need to know the indicators that may signal that children are at risk from, or are involved with, serious violent crime. These may include

- Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs;
- Increased absence from school;
- Change in friendship/relationships with older individuals or groups;
- A significant decline in performance;
- Signs of self-harm or a significant change in wellbeing;
- Signs of assault or unexplained injuries.

Refer to KCSIE 2019 paragraph 30 for links.

### **The use of 'reasonable force'.**

Staff should refer to the Safer Working Practices document. There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people, however it should be avoided where possible. 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'.

At Malton School staff should only use physical force to intervene to prevent a child from:

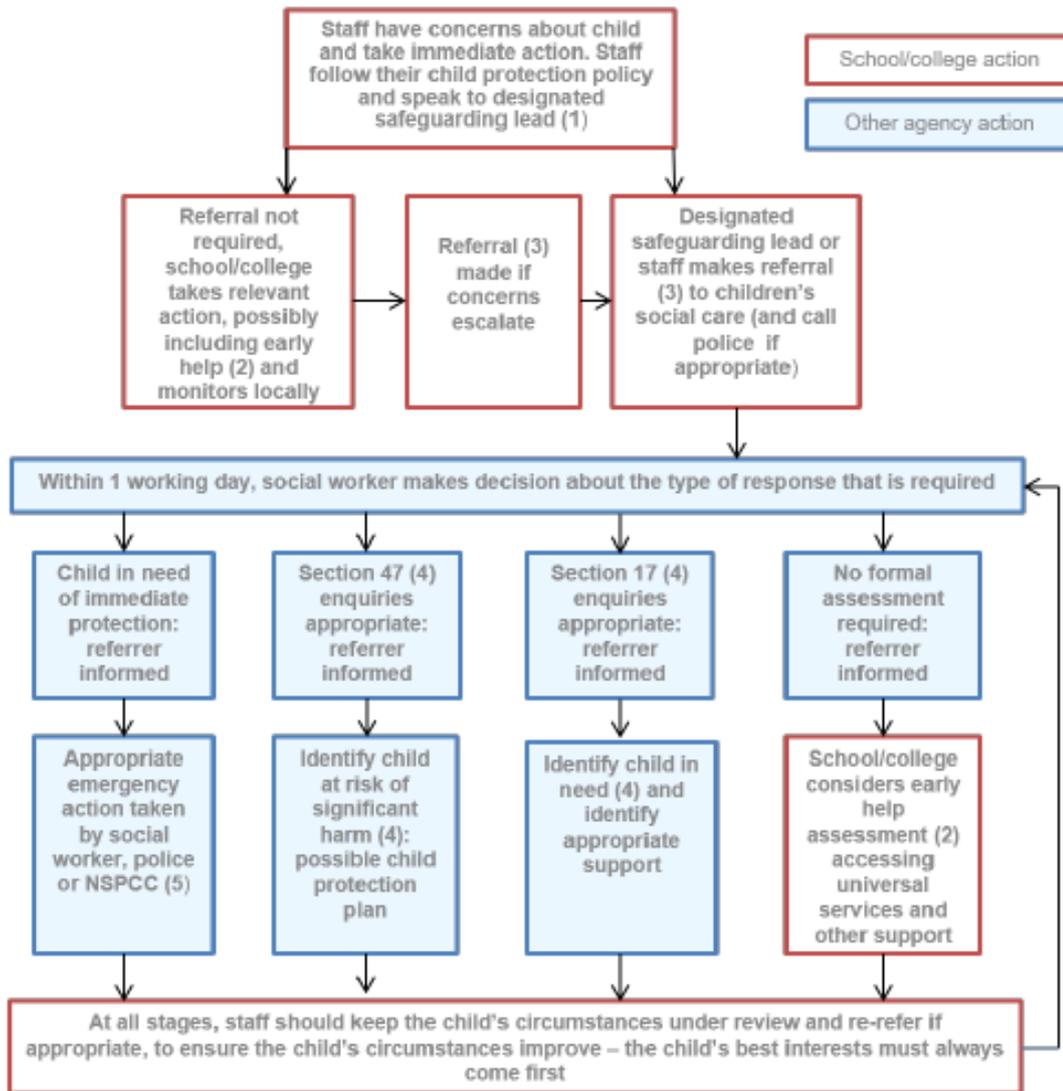
- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property

At Malton School staff should not use physical force to prevent a child from engaging in behaviour prejudicial to good order and to maintain good order and discipline. This is to better protect both students and staff.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force.

The following flowchart shows the procedures that should be followed where there are concerns about a child.

## Actions where there are concerns about a child



### a) Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment

- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people
- any concerns regarding person(s) who may pose a risk to children (e.g. staff in school or person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.
- any concerns related to serious crime, including knife crime
- any concerns relating to peer abuse
- any concerns relating to youth produced sexual imagery (sexting)

## **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. If a young person/vulnerable adult has difficulty in making or expressing a disclosure the school will put in place appropriate support to meet the need of that individual in making a full disclosure.

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):**

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:

- any urgent medical needs of the child
- 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
- whether to make an enquiry to the Customer Resolution Centre 01609 780780 to establish if the child is or has been subject of a Child Protection Plan.
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. North Yorkshire County Council Children & Families Service (ref. Appendix C in this policy).
- 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, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to Children and Families' Service because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

**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](#):

Reports at MCSC – Should a report be made regarding a young person/vulnerable adult within a club, group or organisation, the relevant sporting Governing Body should be made immediately aware of the report/incident.; and of any follow up recommendations or procedures which are subsequently made. Unless there are good grounds not to, the DSL or Welfare Officer, of the club or organisation should also be made aware of the report/incident.

## 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 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  
<http://www.safeguardingchildren.co.uk/professionals/professional-resolutions>
- 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, d.o.b., those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from school, any court orders, if a child is or has been subject to a CP Plan
- 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 C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Headteacher, DSL, Deputy DSL and Head's PA (responsible for confidential filing and maintenance of the SCR). The file will be transferred as soon as possible to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of DSL.' The file will be transferred separately from the main pupil file, ensuring secure transit and obtaining confirmation of receipt. The final school will retain the C.P. file until the child's 25<sup>th</sup> birthday.

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 its responsibilities under the Data Protection Act (DPA) 1998 and where relevant, the Education (Pupil Information)(England) Regulations 2005 and the Freedom of Information Act 2000.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

**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

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

## **g) Supporting the Child and Partnership with Parents**

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents 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.

## **Use of Malton Community Sports Centre by Outside Organisations**

At MCSC a noticeboard within the main reception will inform users of what action to take should they have any safeguarding concerns.

All young people/vulnerable adults who use MCSC and are under the direct responsibility of MCSC staff must be registered by their parents using the relevant MCSC registration documentation. The information is stored electronically by MCSC for the use of MCSC staff only (under the Data Protection Act, 1998).

All clubs and organisations using the facilities at MCSC or Malton School involving young people/vulnerable adults must be registered via the MCSC accreditation scheme. This ensures that they achieve good operating standards with regard to safeguarding and safe working practices. This accreditation will include checks for:

- Public liability insurance
- Enhanced DBS disclosures
- Accredited coaching qualifications
- Club or group welfare policy
- Nominated welfare officer
- First aid training and provision
- Health and Safety / risk assessment checklist

- Participant registers

NB: Where a club can demonstrate National Governing Body accreditation (for example, to Charter Mark / Club Mark standard), this will be accepted as sufficient verification against the MCSC accreditation policy.

See Appendix – MCSC Accreditation Policy.

## SAFEGUARDING APPENDICES

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

Where an allegation is made against any person working in or on behalf of the school (including where that person is no longer working in or on behalf of the school and/or the allegation is historical) 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 he or she would pose a risk of harm to children

school will apply the same principles as in the rest of this document. School will always follow:

- the NYSCB practice guidance *Managing Allegations against Staff* <http://www.safeguardingchildren.co.uk/professionals/managing-allegations-against-staff>
- DfE Guidance *Keeping Children Safe in Education* 2019
- and NYCC Guidance <http://cyps.northyorks.gov.uk/index.aspx?articleid=13496>

A LADO referral form will be submitted within one working day

<http://www.safeguardingchildren.co.uk/professionals/managing-allegations-against-staff>

Completed LADO Referral Forms should be emailed using secure mail (e.g. gcsx, pnn, cjsm etc.) to [social.custodian@northyorks.gcsx.gov.uk](mailto:social.custodian@northyorks.gcsx.gov.uk). Egress users should email their LADO referral to [safeguardingunit@northyorks.gov.uk](mailto:safeguardingunit@northyorks.gov.uk)

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

#### Initial Action

- The person who has received an allegation or witnessed an event **MUST** immediately inform the headteacher and 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 Chair of Governors who will proceed as the 'headteacher'
- The headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the **immediate** safety of children
- The headteacher may need to clarify any information regarding the allegation, however no person will be formally interviewed or asked to write a formal statement at this stage
- The headteacher will consult with 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
- The headteacher will inform the Chair of Governors of any allegation.

All allegations will be followed up and investigated under NYSCB procedures and NYCC Disciplinary Procedures.

## **B. Confidentiality**

School has regard to DfE guidance on Information Sharing @ <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

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

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

### Advice and Support

#### North Yorkshire County Council Children & Families Service: Early Help

##### Locality Telephone Numbers

##### Early Help East

Scarborough, Whitby, Ryedale 01609 534852

##### Early Help West

Harrogate, Craven, Knaresborough, Ripon 01609 534842

##### Early Help Central

Hambleton, Richmondshire, Selby 01609 534829

### Advice and Referral

Customer Resolution Centre 01609 780780

**For advice please ask to speak to a social worker in the MAST**

[Children&families@northyorks.gov.uk](mailto:Children&families@northyorks.gov.uk)

Emergency Duty Team 01609 780780

**NORTH YORKSHIRE POLICE** 101

(Ask for the Serious Crime Team in your area)

### Safeguarding Unit

#### Designated Officers for Managing Allegations (LADOs)

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

**Susan Crawford (LADO Manager)** 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

**Business Support** including CME Coordinator (Children Missing Education)

[Safeguardingunit@northyorks.gov.uk](mailto:Safeguardingunit@northyorks.gov.uk) 01609 532477

#### **NYCC HUMAN RESOURCES**

[schoolshradvisory@northyorks.gov.uk](mailto: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 and how to share a concern and complain. All pupils are informed that we have Designated Safeguarding Lead with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

The school is committed to ensuring there are opportunities in the school curriculum, for example through Citizenship and 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 and stay safe from abuse, including on-line safety. We do this by:

- developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education including awareness of relationship abuse, and other abuse, sexual violence and harassment, peer on peer abuse, bullying, prejudice based bullying and violence based on a person's sexual orientation, gender, faith or race, hate crime,
- enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity,

radicalisation and extremism – and making them aware of the support available to them

- enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media and the impact on sexual behaviour, for example sexting and accessing pornography
- developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance, 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
- making available appropriate local and online advice
- 

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

- substance misuse
- 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/schemes.

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 and Sex Education (RSE) 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.

<https://www.gov.uk/government/publications/relationships-education-rse-and-pshe>

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 Head's PA, in the first instance.

Training needs of staff are regularly reviewed to ensure that staff who are 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.

NSPCC ChildLine Schools' Service available for Primary Schools contact:  
Tracey Weaver Area Coordinator Childline School Service North Yorkshire  
Tel: 07792654739, [Tracey.Weaver@NSPCC.org.uk](mailto:Tracey.Weaver@NSPCC.org.uk)

The following Information is made available to pupils in their school planners: contacts for Childline and Kidscape.

Malton School consults with and listens to pupils through the School Council, through Year Group Councils, through other student voice conducted by the Headteacher and other senior staff.

We make pupils aware of these arrangements through their Form Tutors and in Assemblies.

## **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

<http://cyps.northyorks.gov.uk/health-wellbeing-phse>

<http://www.safeguardingchildren.co.uk/professionals/safeguarding-campaigns>

The SMSC, Equalities and Prevent 'Fronter' Rooms signpost schools to further relevant resources.

Fronter <https://fronter.com/northyorks/> (a school log in is required)

### **Safeguarding Curriculum Training and consultancy for schools 2019-20**

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](mailto:katharine.bruce@northyorks.gov.uk)

- Clare Barrowman, Health and Wellbeing Adviser 0-19, on 01609 536808, [clare.barrowman@northyorks.gov.uk](mailto:clare.barrowman@northyorks.gov.uk)
- Rebecca Swift, Equalities Adviser 0-19, on 01609 798554 [Rebecca.Swift@northyorks.gov.uk](mailto:Rebecca.Swift@northyorks.gov.uk)
- A programme of Safeguarding curriculum training and consultancy is available to schools through North Yorkshire Education Services <http://nyeducationalservices.co.uk>

## **F. Partnership with Parents and Carers**

The school shares a purpose with parents to keep children safe from harm and to have their welfare promoted. Parents are informed each year, via the school newsletter, how they can report concerns if they are worried that a child is at risk of harm e.g. by alerting them to the information for parents on the North Yorkshire Children's Safeguarding Board website - NYSCB [www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk) as well as information on the following websites:

NSPCC [www.nspcc.org.uk](http://www.nspcc.org.uk)

CEOP <https://www.thinkuknow.co.uk/parents/>

Internet Matters <http://www.internetmatters.org/>

Parent Zone <http://www.theparentzone.co.uk/parent>

Childnet <http://www.childnet.com/resources/know-it-all-for-parents>

Parents Protect [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)

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

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child. School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm (see Section 3: 3 Action by DSL) We encourage parents to discuss any concerns they may have with the Headteacher, DSL, Deputy DSL, or relevant Head of Key Stage.

This child protection policy is available publicly on the school website or in hard copy by request to the Head's PA.

## **G. Partnerships with other agencies**

Malton School and Malton Community Sports Centre recognise that it is essential to establish positive and effective working relationships with other agencies. We work closely with:

- The Police
- Targeted Youth Support
- Childrens Social Care
- NSPCC
- Compass
- Youth Service
- Youth Justice
- Education Social Work Service
- School Health
- Safer Ryedale
- Yorkshire Housing Association
- North Riding County Football Association
- Ryedale District Council
- The Football Foundation
- National governing bodies for other sports
- Local primary schools

Half-termly MAPS (Multi Agency Professionals Meetings) are held at Malton School.

Malton School will 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 preventative 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

## **H Additional information about specific forms of abuse**

### **Children and the court system**

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#). They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

### **Children missing from education**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal

exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

### **Children with family members in prison**

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

### **Child sexual exploitation**

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

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;

- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

### **Child criminal exploitation: county lines**

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 and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

### **Domestic abuse**

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

[national crime agency human-trafficking](#)

[NSPCC- UK domestic-abuse signs symptoms effects](#)

[Refuge what is domestic violence/effects of domestic violence on children](#)

## [Safelives: young people and domestic abuse](#)

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation: [here](#).

### **So-called 'honour-based' violence**

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

## **Actions**

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

## **FGM**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

## **FGM mandatory reporting duty for teachers**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

## **Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), with pages 35-36 of which focus on the role of schools and colleges.

School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email

[fm@fco.gov.uk](mailto:fm@fco.gov.uk).

### **Peer on peer abuse**

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 Sec 3 of this policy will be followed, in the same way as if the matter was in respect of abuse by an adult.

The school will have regard to DfE guidance Searching Screening and Confiscation when considering where they may need to search for and/or seize items, including, without consent, for safeguarding purposes, where there is reasonable cause to suspect that it has been, or is likely to be, used to commit an offence, or cause personal injury to, or damage

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/554415/searching\\_screening\\_confiscation\\_advice\\_Sept\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf)

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' <http://www.safeguardingchildren.co.uk/professionals/YPWSH>

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 updated guidance: ' UK Council for Child Internet Safety

Guidance ' Sexting In Schools and Colleges Responding to Incidents and Safeguarding Young People'

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

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

The school 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.

This is delivered through the Citizenship programme, with support from assemblies and external speakers. Reference may be made to Resources and Support Products on the NYSCB website

<http://www.safeguardingchildren.co.uk/professionals/safeguarding-campaigns>

<http://www.safeguardingchildren.co.uk/children-young-people/consent>

The school's arrangements for minimising risk and raising awareness amongst staff involves providing staff with the NYSCB guidance and the UKCCIS guidance,

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/647389/Overview\\_of\\_Sexting\\_Guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/647389/Overview_of_Sexting_Guidance.pdf),

Allegations of peer abuse will be investigated by the pastoral team with statements taken as appropriate. If peer abuse is found to have taken place it will be dealt with using the school's discipline policy. Victims or any other child affected by peer on peer abuse will be supported by the pastoral team with parental involvement and special plans made as appropriate.

At Malton School we understand that abuse is abuse and should never be tolerated or passed off as 'banter', 'just having a laugh', or 'part of growing up'.

We also recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.

The different forms peer on peer abuse can take forms such as:

- sexual violence and sexual harassment.

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting (also known as youth produced sexual imagery): the policy should include the school or college’s approach to it. The department provides searching screening and confiscation advice for schools. The UK Council for Child Internet Safety (UKCCIS) Education Group has published advice for schools and colleges on responding to sexting incidents; and
- initiation/hazing type violence and rituals.

## **Sexual violence and sexual harassment between children in schools and colleges**

### **Context**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

### **What is Sexual violence and sexual harassment?**

#### **Sexual violence**

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/105 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

### **What is consent?**

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

### **Sexual harassment**

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.<sup>108</sup> It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- **Upskirting (which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm). As of April 2019, upskirting is now a criminal offence, with offenders facing up to 2 years in jail and being placed on the sex offenders register. For further statutory guidance see [here](#).**

and

- sexual exploitation; coercion and threats

### **The response to a report of sexual violence or sexual harassment**

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be

supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 23 in Part 1 of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

The DFE has published detailed advice to support schools and colleges. The advice is available here: [Sexual violence and sexual harassment between children in schools and colleges](#) and includes, what sexual violence and sexual harassment look like, important context to be aware of, related legal responsibilities for schools and colleges and advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment.

## **The immediate response to a report of sexual violence and sexual harassment**

### **Responding to the report**

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All staff should be trained to manage a report and should be aware of section 3 Part c) in the Malton School Child Protection Policy. Effective safeguarding practice includes:

- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report

(especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;

- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation;
- where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child.
- if possible, reports will be managed with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible; and
- the designated safeguarding lead (or deputy) should be informed as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

The school should follow the guidance from the DFE KCSIE Sept 2018 in terms of risk assessment and further follow up action to sexual violence and/or sexual harassment.

## **I - 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.

### **Roles and responsibilities:**

- The strategic Prevent lead in school is the Headteacher
- If not the DSL, they liaise with the DSL at all times

- They understand the expectations and key priorities to deliver Prevent and this is embedded within safeguarding procedures
- 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 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 helps protect pupils against extremism and promotes community cohesion: ( see Appendix D)
- Links to curriculum resources can be found in the PSHE Entitlement Framework at <http://cyps.northyorks.gov.uk/health-wellbeing-pshe>.

### **Preventing radicalisation**

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

[Extremism](#) is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

[Radicalisation](#) refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

### **The Prevent duty**

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.<sup>104</sup> This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools’ and colleges’ wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the [Revised Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

### **Additional support**

The department has published advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

[Educate Against Hate](#), a website launched by the Her Majesty’s Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

### **Channel**

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel guidance](#), and a [Channel awareness e-learning programme](#) is available for staff at: Channel General Awareness.

The school or college’s Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

### **Training:**

- See above section.
- 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 radicalisation
- All staff in the organisation have accessed appropriate prevent training for their role

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

North Yorkshire Community Safety Partnership [Working with Individuals Vulnerable to Extremism in Education Settings \(Practice Guidance\)](#)

The Home Office e-learning training package on Prevent is available [here](#). All staff should have completed this training.

A programme of 'Prevent' training and consultancy is available to schools through [North Yorkshire Education Services](#) and through [NYSCP](#).

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 <http://www.safeguardingchildren.co.uk/prevent-practice-guidance?v=preview>
- 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'

### **Protect and Prepare:**

As part of the UK Counter Terrorism Strategy (CONTEST), public places are asked to consider the risk of a terrorist attack and what preparations could be made to mitigate that risk. The North Yorkshire Schools' Emergency Procedures guidance, requires schools to:

- Ensure relevant staff undertake the [Action Counters Terrorism \(ACT\) Awareness Training](#)
- Assess the security of the school site and make necessary improvements
- Develop lock down and evacuation procedures

The guidance can be accessed at:

<https://cyps.northyorks.gov.uk/school-emergency-response>

## **J. Pupil Information**

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

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

- 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 and store this on the school based data handling system (SIMS). Malton School will agree access to this information based on individual requests.

Once a year a copy of the information held on a child will be given to parents to check and make any amendments as necessary.

MCSC – All young people/vulnerable adults who use MCSC and are under the direct responsibility of MCSC staff must be registered by their parents using the relevant MCSC registration documentation. This information is then electronically stored on the MCSC user database, for the use of the MCSC staff only (under the Data Protection Act, 1998).

## K. 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, including their emotional health and wellbeing.
- 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:**

- bullying, including online bullying and prejudice-based bullying
- 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
- risks linked to using technology and social media, including online bullying; and the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'
- 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
  - serious violence, including knife crime
    - bullying (including online bullying 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
  - upskirting
- 
- substance/drug misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence and abuse
- female genital mutilation
- forced marriage
- breast ironing - Involves flattening a girl's chest with a hot stone or other objects to delay breast growth, as child abuse. CPS legal guidance makes clear to police and prosecutors that breast-ironing is a crime even if it is said that the victim has consented. The offences to be considered by prosecutors include child cruelty and causing or allowing a child to suffer serious harm. Both crimes are punishable by up to ten years in prison.
- faith abuse
- hate
- fabricated or induced illness
- mental health issues
- poor parenting, particularly in relation to babies and young children
- going missing from education
- going missing from home or care

**It relates to aspects of care and education, including:**

- equal opportunities
- promoting positive behaviour
- 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
- educational visits
- 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 (guidance is available at <http://visits.northyorks.gov.uk>) (schools will be required to have a Service Level Agreement with NYCC to access this guidance)

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 be accessed here

NYCC Online Safety Guidance updated 2019 for schools and settings which includes sample acceptable use policies

**New Guidance for safer working practice for those working with children and young people in education settings issued in May 2019**

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

Relevant policies are available for school staff in the Policies folder of the R:Drive.

NYCC guidance about Exchange visits and homestays both in the UK and abroad  
<http://cyyps.northyorks.gov.uk/index.aspx?articleid=13496>

NYCC Guidance for schools is available in: the PSE / Health and Wellbeing room; the Behaviour and Attendance room and the Sexual Orientation room on Fronter  
<https://fronter.com/northyorks/> (a school log in will be required)

NYCC Acceptable Use Agreement – ICT and E Technology *Example Acceptable Use Policies* are available in the e-safeguarding room on <https://fronter.com/northyorks/>

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

<http://cyps.northyorks.gov.uk/index.aspx?articleid=13496>

## L. Safer Recruitment and Selection

The school pays full regard to DfE guidance *Keeping Children Safe in Education 2019*; 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, <http://cyps.northyorks.gov.uk/hr-safeguarding> and NYCC Education and Skills guidance on checking host families for educational visits and work experience providers <http://visits.northyorks.gov.uk>

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 [www.nspcc.org.uk](http://www.nspcc.org.uk)

Where appropriate, the school undertakes checks of/has regard to:

- the Disclosure and Barring Service (DBS) Children's
- the Teacher prohibition list and has regard to
- 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, Free and Maintained Schools)
- 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.

Statutory requirements are such that:

- 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 on members of the governing body.
- 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 167-172, and Annex F *KCSiE 2019*)
- schools will satisfy themselves that any contracted staff are DBS checked where appropriate (see paragraphs 180-183 *KCSiE 2019*)
- schools will ensure that a check of any teacher prohibitions, including interim orders, is made on all teachers (see paragraphs 125-127 *KCSiE 2019*)
- **Academies, Independent, Free and Maintained Schools will ensure a check of any Section 128 direction**
- 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 employee commences work (the appointment can be rescinded if it transpires that false information was given by the applicant or if the various checks produce a less than satisfactory response).
- **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.**

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.

The following members of staff and Governors have received Safer recruitment training:

Role	Name	Date	Training Provider
Headteacher	Rob Williams	10/09/2015	NYCC
Operations Manager	Paul Kear		
HR Officer	Tracey Beever	10/09/2015	NYCC
Sports Centre Manager	Jay Rowley	18/06/2014	DFE
Governor	Ruth Hatton	24/11/2013	DFE

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:

- Bespoke session for individual or groups of schools through North Yorkshire Education Services <http://smartsolutions.northyorks.gov.uk/>
- E-learning on NYSCB website <http://www.safeguardingchildren.co.uk/learning-improvement/training-courses>
- NSPCC on line and face to face training <https://www.nspcc.org.uk/what-you-can-do/get-expert-training/safer-recruitment-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 should use their professional judgment about the need to escort or supervise visitors.”

*KCSiE 2019*

## **M. 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); and the role of the designated safeguarding lead.”

### **Staff behaviour policy**

Schools are required to have in place a staff behaviour policy, (Safer Working Practices). All staff are made aware on induction of the *Guidance for Safer Working Practice for those working with Children and Young People in Education Settings*

<http://cyps.northyorks.gov.uk/child-protection-and-safeguarding-schools>

<http://www.saferrecruitmentconsortium.org/>

and information provided by NSPCC

<http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/grooming/> to

ensure that staff are aware of behaviours which should be avoided and that staff and children are safe.

The Safer Working Practice document is available on the school network for all staff to view in the Staff Reference folder under Policies and Procedures.

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;

## **N. Staff Induction and Training**

School governors and proprietors are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the

welfare of children and creating an environment where staff 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;
- respond 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

## **Induction**

All staff (including temporary staff, school governors and volunteers) are given a hard copy of the child protection policy or pointed to the child protection policy on the school network or website and informed of school's child protection arrangements on induction including the role and identity of the DSL

**All staff should read at least part one and Annex A of *Keeping Children Safe in Education September 2019***

All staff including non-teaching staff and school governors should undergo safeguarding and child protection training

Safeguarding Children: **New Online Learning Child Protection Basic Awareness Package can be accessed via the NYSCP site [here](#). This training is free to access for all schools.**

The e-learning Introduction to Safeguarding

<http://www.safeguardingchildren.co.uk/learning-improvement/training-courses>

provides a very brief, basic introduction to safeguarding and recognising abuse and neglect. It is aimed at those who have occasional contact with children

The e-learning 'Safeguarding Children in Education' is a more comprehensive module and is considered appropriate induction training for the majority of staff working in schools <http://www.safeguardingchildren.co.uk/learning-improvement/training-courses>

DSLs and Head teachers should read the NYCC Induction pack available at

<http://cyps.northyorks.gov.uk/child-protection-and-safeguarding-schools>

and undertake training in order that they can effectively contribute to interagency working. The available NYSCB course is *Comprehensive Child Protection Pathway* (CCPP,) <http://www.safeguardingchildren.co.uk/learning-improvement/training-courses>

### **Additional training**

Depending on their role and responsibilities some staff will need to undertake additional training to provide them with the relevant skills and knowledge to fulfil that role effectively. <http://www.safeguardingchildren.co.uk/learning-improvement/training-courses>

### **Updates**

DSLs should update the training specific to this role at least every two years

In addition DSLs should have their knowledge and skills updated at least annually to keep up with any developments relevant to their role, (for example, via accessing the NYSCB website News <http://www.safeguardingchildren.co.uk/> following the NYSCB on Twitter meeting other DSLs.)

In addition all staff members should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

### **Other Child Protection Training Resources**

**School governors** can access the NYCC training materials *Safeguarding the children in your school* @

<http://cyps.northyorks.gov.uk/child-protection-training-materials>

**NYSCB online and face to face training**

<http://www.safeguardingchildren.co.uk/training>

**NYCC Child Protection Whole School training materials** with teaching notes to enable DSL to deliver: <http://cyps.northyorks.gov.uk/child-protection-training-materials>

**Online safety** training available from NYCC Education and Skills team

<http://nyeducationalservices.co.uk>

Female Genital Mutilation

<http://www.fgmelearning.co.uk/>

Domestic Abuse Basic Awareness

[www.idas.org.uk/training/index.asp](http://www.idas.org.uk/training/index.asp)

Forced Marriage

<https://www.gov.uk/forced-marriage>

**Prevent**

<https://www.elearning.prevent.homeoffice.gov.uk/>

Understanding Pathways to Extremism and the Prevent Programme

<http://www.safeguardingchildren.co.uk/learning-improvement/training-courses>

## O. **Supervision, Support and Advice for Staff**

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

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

Supervision provides opportunities for staff to:

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

Regular staff appraisals are carried out to 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 their direct line manager. The designated safeguarding lead will be supported by the Deputy DSL, the assistant DSLs, the nominated Governor and NYCC leads on Child Protection. Child Protection advice and support is also available from Children's Social Care and North Yorkshire Police.

#### **P. Vulnerable children:**

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

- **Poor or irregular attendance and persistent lateness at school**  
<http://cyps.northyorks.gov.uk/school-attendance>
- **Children not attending school**  
<http://cyps.northyorks.gov.uk/elective-home-education>
- **Children Missing Education**  
<https://www.gov.uk/government/publications/children-missing-education>  
<http://cyps.northyorks.gov.uk/children-missing-education>
- **Children Missing from Home or Care**  
<http://www.safeguardingchildren.co.uk/professionals/missing>  
  
<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>
- **Children not collected**  
<http://cyps.northyorks.gov.uk/child-protection-and-safeguarding-schools>
  
- **Children who self-harm and suicidal behaviour**  
<http://www.safeguardingchildren.co.uk/pink-book>  
  
Online training: <http://www.safeguardingchildren.co.uk/learning-improvement/training-courses>
  
- **Children who are Bullied**

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

- **Children who are victims of sexting**  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/551575/6.2439\\_KG\\_NCA\\_Sexting\\_in\\_Schools\\_WEB\\_1\\_.PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF)

- **Child Sexual Exploitation/Grooming**  
<http://www.safeguardingchildren.co.uk/professionals/practice-guidance>  
<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

Online training: <http://www.safeguardingchildren.co.uk/learning-improvement/training-courses>

- **Children who Sexually Harm**  
<http://www.safeguardingchildren.co.uk/professionals/YPWSH>
- **Children Privately fostered**  
<http://www.safeguardingchildren.co.uk/professionals/private-fostering>
- **Domestic Abuse and Impact on Children**  
<http://www.safeguardingchildren.co.uk/professionals/domestic-abuse>
- Training: <http://www.safeguardingchildren.co.uk/learning-improvement/training-courses>
- **Female Genital Mutilation**  
<http://www.safeguardingchildren.co.uk/professionals/fgm>

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Online training: <http://www.safeguardingchildren.co.uk/learning-improvement/training-courses>

Best Practice guidance

<http://www.trustforlondon.org.uk/wpcontent/uploads/2016/07/Communities-Tackling-FGM-in-the-UK-Best-Practice-Guid.pdf>

Online training: <http://www.safeguardingchildren.co.uk/learning-improvement/training-courses>

- **Forced Marriage**

<http://www.safeguardingchildren.co.uk/news-free-e-learning>  
<https://www.gov.uk/forced-marriage>

- **Modern Slavery and Human Trafficking**

<http://www.safeguardingchildren.co.uk/admin/uploads/resources/nyp-modern-slavery-toolkit.pdf>

- Online training: <http://www.safeguardingchildren.co.uk/learning-improvement/training-courses>

- **Parental Mental Health**

Online Training

<http://www.safeguardingchildren.co.uk/learning-improvement/training-courses>

- **Private Fostering**

<http://www.safeguardingchildren.co.uk/professionals/private-fostering>

- **Radicalisation to extremist behaviour**

Prevent Guidance

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Channel Guidance:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425189/Channel Duty Guidance April 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf)

DfE Safeguarding advice for schools:

<https://www.gov.uk/government/news/new-safeguarding-advice-for-schools-and-childcare-providers>

DfE and Home Office Social media guide:

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

Online training <https://www.elearning.prevent.homeoffice.gov.uk/>

[Understanding Pathways to Extremism and the Prevent Programme  
https://nyscb.safeguardingchildren.co.uk](https://nyscb.safeguardingchildren.co.uk)

- Youth Produced Sexual Imagery

Sexting- Responding to incidents and safeguarding young people

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/551575/6.2439\\_KG\\_NCA\\_Sexting\\_in\\_Schools\\_WEB\\_1\\_.PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF)

## **Appendix Q: Online safety**

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

## **Education**

Online safety is taught in Malton School. Resources that could support schools and colleges include:

- UKCCIS have recently published their [Education for a connected world](#) framework. Online safety is a whole school and college issue. The framework aims to support the development of the curriculum and is of particular relevance to PSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond and to be central to a whole school or college approach to safeguarding and online safety. It covers early years through to age 18.
- The PSHE Association provides guidance to schools on developing their PSHE curriculum – [Home | PSHE Association](#)

## **Filters and monitoring**

Malton school will do all that it reasonably can to limit children's exposure to the above risks from the school or college's IT system. As part of this process, appropriate filters and monitoring systems are put in place in place, for example the Smoothwall monitoring facility.

Guidance on e-security is available from the [National Education Network](#). Whilst filtering and monitoring are an important part of the online safety picture, it is only one part. A

whole school approach to online safety is adopted. This includes the ICT Safe Use Policy. Whilst it is essential that the governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

### **Reviewing online safety**

Technology in this area evolves and changes rapidly. A free online safety self-review tool for schools can be found via the [360 safe website](#). UKCCIS have recently published Online safety in schools and colleges: Questions for the governing board. Review of online safety should be carried out at least once per year.

### **Staff training**

As part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online, online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

### **Information and support**

There is a wealth of information available to support schools, colleges and parents to keep children safe online. The following list is a useful reference

#### **Organisation/Resource**

[thinkuknow](#)

[disrespectnobody](#)

[UK safer internet centre](#)

[swgfl](#)

[internet matters](#)

[parentzone](#)

[childnet cyberbullying](#)

[pshe association](#)

[educateagainsthate](#)

[the use of social media for online](#)

[radicalisation](#)

[UKCCIS](#)

#### **What it does/provides**

NCA CEOPs advice on online safety

Home Office advice on healthy relationships, including sexting and pornography

Contains a specialist helpline for UK schools and colleges

Includes a template for setting out online safety policies

Help for parents on how to keep their children safe online

Help for parents on how to keep their children safe online

Guidance for schools on cyberbullying

Guidance and useful teaching resources covering online safety issues including pornography and the sharing of sexual images

Practical advice for parents, teachers and governors on protecting children from extremism and radicalisation.

A briefing note for schools on how social media is used to encourage travel to Syria and Iraq

The UK Council for Child Internet Safety’s website provides:

- Sexting advice
- Online safety: Questions for Governing Bodies
- Education for a connected world framework

[NSPCC](#)  
[net-aware](#)  
[commonsensemedia](#)

[searching screening and confiscation](#)

[lgfl](#)

NSPCC advice for schools and colleges  
NSPCC advice for parents  
Independent reviews, age ratings, & other information about all types of media for children and their parents  
Guidance to schools on searching children in schools and confiscating items such as mobile phones  
Advice and resources from the London Grid for Learning

## **Appendix R – Child Exploitation: Criminal/County Lines; Child Sexual Exploitation; Trafficking**

### **Sexual Exploitation:**

School recognise Child Sexual Exploitation (CSE) can happen in person or online. An abuser will gain a child's trust or control them through violence or blackmail before moving onto sexually abusing them. This can happen in a short period of time. An abuser may groom a young person by giving gifts, drugs, money, status and affection. This is usually exchange for the young person performing sexual activities. Key to identifying potential CSE is a change in behaviour, having money or items they cannot or will not explain, alcohol or drug misuse, sexually transmitted infections, being secretive. School will consider whether a referral should be submitted to NYCC Children & Families Service and whether information should be passed onto North Yorkshire Police. Guidance on Child Sexual Exploitation is available [here](#).

### **Criminal Exploitation:**

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. and County Lines guidance available [here](#).

### **Trafficking:**

School recognise Trafficking is where children and young people are tricked, forced or persuaded to be moved or transported and then exploited, forced to work or sold. Children are trafficked for sexual and criminal exploitation, benefit fraud, forced marriage, domestic slavery, forced labour, committing crime like theft, county lines. 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. National

[NRM guidance available here](#)

## **Appendix S – Serious Violence**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. Serious violence may also include knife crime.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#)

## **Appendix T – 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. We 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 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.

When organising work placements the school will ensure that the placement provider has policies and procedures in place to safeguard pupils.

## Work Experience

When we organise work experience placements we will ensure that the placement provider has policies and procedures in place to protect our pupils from harm.

Barred list checks by the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement. We will consider the specific circumstances of the work experience placement. Consideration will be given in particular to the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary. These considerations would include whether the person providing the teaching/training/instruction/supervision to the child on work experience will be:

- unsupervised themselves; and
- providing the teaching/training/instruction frequently (more than three days in a 30 day period, or overnight)

If the person working with our pupil is unsupervised and the same person is in frequent contact with our pupil, the work is likely to be regulated activity. If so, we will ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.

We are aware that we are not able to request an enhanced DBS check with barred list information for staff supervising our pupils who are aged 16 or 17 years old.

If the activity undertaken by our pupil on work experience takes place in a 'specified place', such as a school or college, and gives the opportunity for contact with children, this may itself be considered to be regulated activity. In these cases and where our pupil is 16 years of age or over, the work experience provider should consider whether a DBS enhanced check should be requested for them